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ABSTRACT

The fifth of seven modules designed for teachers, supervisors, and other professionals working with young (birth to age 3) handicapped children presents resources for program planning and curriculum selection. Program considerations and decisions are introduced, and distinctions between the terms "program" and "curriculum" are set forth. The bulk of the document is composed of summaries of model preschool programs funded under the Handicapped Children's Early Education Program. Summaries include information on project name and address, target population, measurement tools, and products projected. A section on curriculum considerations follows with charts on specific motor, cognitive, speech and language, self-help, and social emotional behaviors for age ranges from birth to 6 years. Pre-academic skills are briefly listed. Criteria for selecting curricula are discussed, and approximately 30 examples of commercially available curricula are described in terms of purpose, level, format, scoring, prescription, special features, price and publisher. An annotated bibliography of books and journal articles concludes the document. (CL)

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ECI - 5 PROGRAMS AND CURRICULUMS

Early Childhood Intervention Catalog Module

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Prepared for:
Texas Interagency Council on Early Childhood Intervention
1100 West 49th Street
Austin, Texas 78756

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Prepared by:
Special Projects Division
Southwest Educational Development Laboratory

Joyce Evans, Ph.D., Project Director
Margie Sanford, M.A., Consultant
Donna Bricker, M.A., Senior Trainer

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August, 1982

EC 150634

PROGRAMS AND CURRICULUMS

Purpose: This module is for teachers, supervisors, administrators and others who work with young handicapped children. It is designed to provide information and resources for program planning and curriculum selection.

This module includes the following sections:

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PROGRAMS AND CURRICULUMS

> "As part of our special education program, we provide a preschool program in which major emphasis is on the parent program as children are served in a home program and in a center program. I use a combination of the ABC program and XYZ program because the children need a sensory motor program and a language program".

Are you confused? Undoubtedly so! To avoid such confusion, in this module a distinction is made between - "Program" and "Curriculum". (Clarification of the above statement is at the bottom of this page.)

PROGRAM is used to refer to the totality of what is provided to assist the young handicapped child and his/her family. In this module a brief description of what might be included in a total program is followed by descriptions of model programs developed as a part of the Handicapped Childrens' Early Education Program.

CURRICULUM is used to refer to the particular type and organization of instructional activities provided for the child. Sections describing curriculum elements and questions to ask in reviewing and selecting a curriculum are followed by descriptions of commercial curriculums.

> "As part of our Special Education Services, we provide a preschool program. We place major emphasis on the parent component as children are served in homes and in centers. I use a combination of the ABC curriculum and the XYZ curriculum because the children need activities for the development of sensory-motor and language skills."

PROGRAM CONSIDERATIONS

An effective program which meets local needs clearly addresses the following questions:

Who are the children to be served? What are their disabilities and needs? Their ages? How many?

Knowing (or at least estimating) the number and types of needs is an essential first step for planning any program.

How are the children identified? By whom? When? Where?

On-going as well as initial identification of the children is important if future as well as current needs are to be met.

Where are the children? Scattered in rural areas? Centrally located?

Location as well as ages should be considered in planning a program and deciding whether to provide services which are home-based, center-based, or a combination of the two settings.

What agency or agencies will provide services? Who has primary responsibility for the program?

Interagency cooperation and cost-conscious use of services is more essential than ever before. Appropriate public school personnel should be included in planning a program as eventually the child will enter the public school system.

After these questions are clearly answered, you will need to decide on the services to be included or the components of your program.

What might you include in your preschool program?

The following list illustrates some of the elements or components which might be included in a preschool program. This is not an exhaustive list, and there may be many other elements you want to add. Answers to the preceeding questions and financial constraints will also affect what is included in your program.

PURPOSE:

Screening and Identification

community screening
hospital screening
day care/center screening
Community referral system
Volunteer assisted screening program
Mobile van screening
"Hot-line" for references

Assessment

by program staff
by community agencies
by volunteers (physicians, psychologists, etc.)
through universities/colleges
through Interagency agreements
by consultants

Location and Time

home based
center based
mainstream setting
therapeutic setting
combinational setting
full day
part day
hourly as needed
weekly
monthly

Parent/Family Involvement

for parents
for siblings
for relatives
for other adults
in the home
in the center
via written/audio communication
group meetings
individual meetings
classroom observation
counselling

Instruction and Services

educational instruction
physical therapy
medical care
speech therapy
psycho-therapy
materials/toys for home use
occupational therapy
medical/physical aids

Staff Development

for teachers	by administrators	through conferences
for aides	by other teachers	through workshops
for volunteers	by consultants	through consultation

Community Involvement

Advisory Council	newspaper articles
newsletters for parents	radio announcements
newsletters for others	television announcements

Decide on what will be included in your program. Then look at some of the model programs which have been developed by others. Select the programs which appear to be addressing needs similar to yours and write or telephone the program director for information which may be useful to you.

SUMMARIES OF MODEL PRESCHOOL PROGRAMS

An excellent source of information and ideas for programs and curriculum specifically for preschool handicapped children are projects funded under the Handicapped Children's Early Education Program (HCEEP). These are sometimes called First Chance Projects or the First Chance Network.

At present (1981-82) there are 90 Demonstration projects and 41 Outreach projects (successful demonstration projects which now offer assistance to others) throughout the country. The 1981-82 HCEEP Overview and Directory (available from: Technical Development Assistance Programs, A Division of the Frank Porter Graham Child Development Center, University of North Carolina 500 NCNB Plaza, Chapel Hill, North Carolina 27514) provides further background information and full page descriptions of currently funded programs.

On the following pages you will find very brief descriptions of programs which focus on children from birth upward. Many projects have free informational pamphlets or booklets. Other projects have developed their own materials which they will share for the cost of reproduction.

FOR MORE INFORMATION ABOUT SPECIFIC CURRICULUMS USED, MEASUREMENT METHODS, OR PRINTED MATERIALS WHICH MAY BE USEFUL TO YOU, WRITE OR CALL THE PROJECT DIRECTOR.

EDUCATION CENTER FOR HEARING IMPAIRED INFANTS, PRESCHOOL CHILDREN AND THEIR PARENTS
Lois Postel, Directory
P.O.Box 27708
Tempe, Arizona 85282

(602) 967-0636

Target Population:

0-5 children with hearing impairment and/or speech/language delay

Program: Intervention focus is on parent education; services for parents as well as children; 3-5 year olds in mainstream setting.

Measurement: Koontz Developmental Program, Preschool Language Scale, Communicative Evaluation Chart; videotapes of child and parent.

Products projected: Not stated.

DEVELOPMENTAL EARLY EDUCATION PROJECT (DEEP)
Judith Freund and Bettye Caldwell, Co-Directors
Department of Rehabilitation and Special Education
University of Arkansas at Little Rock
33rd and University
Little Rock, Ar 72204

(501) 663-9496

Target Population:

0-6; variety of disabilities

Program: Intensive assessment-oriented educational program; parent-child interaction observed in home using Home Observation for Measurement of the Environment; individual and group activities and services.

Measurement: Bayley, LAP, Brigance, Portage, Advances in Development (local measure)

Products projected: Developmental management plans; reporting system and others.

PASEDENA AREA SPECIAL INFANT TODDLER PROJECT
Bea Gold, Director
1741 Silverlake Boulevard
Los Angeles, California 90026

(213) 664-2937

Target Population:
0-3; variety of disabilities; Head Start eligible.

Program: Child-centered experiential model; 0-18 months receive home services; over 18 months in center based mainstream group. Parents receive one to one staff contacts; educational and support groups.

Measurement: Sewall Early Education Developmental Profile (SEED)

Products projected: Revised SEED Developmental Profile with correlated early childhood education and therapeutic curriculum; family education notebook and others.

INTENSIVE CARE NURSERY INTERACT PROJECT
Nancy Sweet, Director
Child Development Center
51st & Grove Streets
Oakland, CA 94609

(415) 428-3351

Target Population:
0-12 mo. high risk

Program: Intervention begins in the Intensive Care Nursery at Children's Hospital and continues to the infant's home upon release; based on neonatal assessment and multidisciplinary review; education and support program for parents.

Measurement: Bayley Scale of Infant Development; modified Brazelton Neonatal Assessment.

Products projected: Not stated.

PEDIATRIC INTERVENTION PROGRAM
Thomas P. Cooke, Director
California Institute on Human Services
1801 E. Cotati Avenue
Rohnert Park, CA 94928

(707) 664-2416

Target Population:
0-3 years; multi-handicapped

Program: Instructional objectives relating to the Physiological, behavioral, social and emotional development of the children; uses the Hawaii Curriculum, San Juan, Teaching Research and the PEEK Curriculum. Staff designed Parents Strength and Needs Assessment.

Measurement: Bayley, Stanford and Receptive Expressive Emergent Language Scale (REEL) tests at 6-month intervals and the LAP biannually.

Products: Slide show, brochure and Parents Strengths and Needs Assessment.

CENTER FOR EDUCATION OF INFANT DEAF (CEID)
Jill Boxerman and Mary Molacavage, Co-Directors
1428 Bush Street
San Francisco, CA 94109

(415) 775-5700

Target Population:
0-36 Mo.; hearing loss and multi-handicapped

Program: Home and center-based; use total communication, Signing Exact English and Parent-Infant Communication; family involvement.

Measurement: Koontz Developmental Program; Home Observation Scale and Teaching Scale - Nursing Child Assessment.

Products: Screening and referral program under development.

SAN FRANCISCO INFANT PROGRAM
Marci J. Hanson, Director
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

(415) 469-1161

Target Population:

0-3, all types of handicaps

Program: Infants, (birth to 18 months) accompanied by the parents or caregivers, attend a half-day school session weekly; Parents or caregivers, in conjunction with program staff, plan infant training programs and carry out daily infant programs in the home. Toddlers (18-36 months) attend school 3 mornings per week; monthly home visits for all families; parent support group provided biweekly and, parent workshops are held biweekly.

Measurement: Uniform Performance Assessment System (UPAS), Bayley Scales of Infant Development and a criterion-referenced checklist of curriculum objectives.

Products projected: None stated.

PRIDE PROGRAM
(PARENT RESOURCES FOR INFANT DEVELOPMENT AND ENRICHMENT)
Sharon Spritzer-Griffith, Director
1343 Iris Avenue
Boulder, CO 80302

(303) 441-3990

Target Population:

0-3 yrs.; high risk and developmental delay.

Program: Center and home visits, assessment, therapies, etc.; combination of educational and family interaction intervention. Family needs assessed through observational tests including the Family Needs Assessment (WESTAR), Attachment-Separation-Individuation Scales (Foley), the Family Environment Scale (Moos), the Tennessee Self-Concept Scale and videotaping.

Measurement: Bayley, the Sequenced Inventory of Communication Development and the Milani-Comparetti Motor Development Screening Test.

Products projected: None stated; research conducted to compare a full interactive/educational program with a control in traditional infant stimulation programming.

EARLY INTERVENTION FOR PREMATURE INFANTS AND THEIR ADOLESCENT MOTHERS
Judith Nealer Garrett, Director
6200 Second Street, N.W.
Washington, D.C. 20011

Target Population:

0-3; high risk infants of mothers under 21.

(202) 722-2300

Program: Home and center-based program; transdisciplinary team. The San Juan Handicapped Infant Project Curriculum is used to plan activities for home-and center-based components; maternal-child nurse's home visits focus on medical and personal concerns and child development activities; weekly parent development and skills seminar, and parents participate in classroom three hours monthly.

Measurement: Bayley Scales of Infant Development, Early-LAP, Milani-Comparetti and the Receptive-Expressive Emergent Language Scale.

Products projected: Parent interaction guide and a handbook for conducting parent training programs will be completed in June 1982.

INTERDISCIPLINARY MODEL FOR PARENT AND CHILD TRAINING
Rosa Trapp-Dukes, Director
College of Medicine
Box 19
Washington, D.C. 20059

Target Population:

Birth to 3 years
Down's syndrome

(202) 636-5636

Program: Cognitive and motor enrichment, and diagnostic assessment; parent training in child development and stimulation techniques.

Measurement: Bayley Scales of Infant Development and the Down's Syndrome Performance Inventory.

Products projected: None stated.

TRAINING AND INFANT INTERVENTION PROGRAM (TIIP)
Eva T. Molnar, Director
Department of Pediatrics and Child Health
2041 Georgia Avenue, N.W.
Washington, D.C. 20060

Target Population:

0-3; high risk and all handicaps.

(202) 745-1595

Program: Direct services through a neonatal intensive care unit program and a Home/Clinic program at Howard University Hospital High-Risk Clinic; activities from the Education for Multihandicapped (EMI) High-Risk Nursery Intervention Curriculum, EMI Curriculum Pool of Materials, Portage Project; parent assistance within 24 hours after child-birth; parent group meetings, neighborhood cluster meetings and individual home visits.

Measurement: EMI Assessment Scale, Bayley Scale.

Products projected: Non-categorical identification system to screen infants, protocol for the child development specialist within a primary-care pediatric training setting or a private physician's office.

COMPREHENSIVE CARE TO HIGH-RISK HANDICAPPED NEWBORN AND FAMILY
Richard Iacino, Director
P.O.Box 016820
Mailman Center
Miami, FL 33101

(305) 547-6961

Target Population:

Infants with a prognosis of extended hospitalization.

Program: Stimulation for infants and rehabilitative developmental intervention programming; focuses on appropriate sensorimotor development social interaction; staff visit all mothers of newborns in special care nurseries; and weekly evening information and counseling groups and predischarge teaching.

Measurement: Monitor infants in the nursery intervention program using a project-developed instrument; Early LAP.

Products projected: Protocols for appropriate consulting techniques with a multi-ethnic population (Black, Haitian Black and Hispanic).

ECHO-PARENT/INFANT EDUCATION PROJECT (ECHO-PIE)
Shelby Morrison, Director
Department of Neonatology
Orlando Regional Medical Center
1414 South Kuhl Avenue
Orlando, FL 32806

(305) 422-3200

Target Population:

Infants; high risk

Program: In hospital infant intervention; infants later are enrolled in a weekly home-based intervention program; parents services include peer-counseling and/or discussion groups, training in intervention techniques, parent counseling and education programs.

Measurement: Bayley Scales, REEL, James Nurturing Scale.

Products: Handbook for parents; a discharge planning tool and discharge booklet for home care.

CHILD-FAMILY-COMMUNITY (C-F-C)PROJECT
Jerri Patterson, Director
P.O.Box 1999
Thomasville, GA 31792

(912) 226-9452

Target Population:

0-5; high-risk, abused, at-risk, or developmentally delayed

Program: Three levels of service for children; Individual Family Plan (IFP) reflecting project involvement with the family.

Measurement: Alpern-Boll Developmental profile, Denver Developmental Screening, Developmental Indicators for the Assessment of Learning (DIAL) and the Portage Project Checklist.

Products projected: None stated.

EARLY INTERVENTION PROJECT (EIP)
James John Reisinger, Director
2300 Children's Plaza
Chicago, IL 60614

(312) 880-4844

Target Population:

0-5; variety of conditions

Program: Toddler Management module, Individual Tutoring module, Preschool module, Theory Training Group for mothers, and a Liaison module to coordinate communication with agencies; individual parent instruction in behavioral change strategies and group theory training.

Measurement: Toddler Management, Individual Tutoring and Preschool modules include assessment; Brigance Inventory of Early Development, Hodson Test of Phonological Process, Renfrew Action-Picture Test, the Reynell Language Development Scale, and Language Analysis Remediation and Screening Procedure (LARSP).

Products projected: None stated.

HI-MAPS PROJECT (A MODEL FOR HEARING-HANDICAPPED INFANTS PROVIDING MEDICAL, ACADEMIC AND PSYCHOLOGICAL SERVICES)
Valerie Feldman, Director
David T. Siegel Institute for Communicative Disorders
3033 South Cottage Grove Avenue
Chicago, IL 60616

(312) 791-2900

Target Population:

0-36 mo; hearing-handicapped and other disabilities

Program: Range of services and referral for children; individual and group parent sessions with children and teachers; parent counseling groups and communication/sign language class.

Measurement: Videotapes are analyzed using HI-MAPS to examine changes in child's communication skills, and child-parent Interaction Scale; Bayley and Gesell scales.

Products projected: HI-MAPS Data Base Format, HI-MAPS Child Development Bibliography, and HI-MAPS Child-Parent Interaction Scale.

RURAL INFANT EDUCATION PROGRAM(RIEP)
Larry Bachus, Director
Wabash & Ohio Valley
Special Education District
Box E
Norris City, IL 62869

(618) 378-2131

Target Population:

0-36 mo. at risk, all disabilities.

Program: Small Wonder Performance Objectives for Preschool Children, Developmental Programming for Infants and Young Children, Uniform Performance Assessment System, Learning Accomplishment Profile and Coordinated Assessment and Planning System. Parents are directly involved in home-based activities as primary interventionists.

Measurement: Brookline Early Education Project Medical At-Risk Inventories, Cattell Infant Intelligence Scale, Bayley Infant Behavior Record, Carolina Record of Infant Behavior, Vineland Social Maturity Scale, Carey Infant Temperament Scale and the Bayley Scales of Infant Development.

Products projected: Adaptation of the Brookline Early Education Project Medical At-Risk Inventory for use in other rural areas; criterion-referenced assessment and curricular package.

PROJECT FINIS (FAMILIES WITH INFANTS IN NETWORK OF INTERACTIONAL SUPPORT)
Damon L. Lamb, Director
502 North 12th Avenue
Marshalltown, IA 50158

(515) 752-0103

Target Population:

0-36 mo; all disabilities

Program: Center-based services and respite services; uses the Adaptive Performance Instrument in conjunction with the Hawaii Early Learning Curriculum; Pilot Parents Program, Family Life Education Classes, Parent Knowledge Base of Infant Development Classes, Saturday Morning and Evening Father-Infant Sessions and Family Systems Counseling.

Measurement: SICD, Bayley Scales of Infant Development, HOME and the Marshalltown Behavioral Developmental Profile.

Products projected: Interactional Analysis Scale (IAS); Management System for Early Childhood Curriculums, Family Life Education Curriculum, Parent Education of the Sensorimotor Period, Approaches to Early Identification of Special Needs Children, Infant-Caregiver Interactions: Assessment and Intervention, Assessment of Families with Developmentally Disabled Members, and a procedures manual: A Family Systems Approach to Service Delivery to Handicapped Infants and Their Families.

THE S-E-KAN PROJECT
AN INTERACTIVE CURRICULUM MODEL FOR
PROVIDING COMPREHENSIVE EDUCATIONAL
SERVICES TO HANDICAPPED INFANTS, PRESCHOOL
CHILDREN AND THEIR FAMILIES IN A RURAL AREA
Lee Snyder-McLean, Director
Parsons Research Center
Parsons, KS 67357

(316) 421-6550

Target Population:

0-5 years, handicapped children

Program: Programs range from home-based to center based; curriculum is an interactive model of learning. Parents and project staff individually negotiate involvement and support services.

Measurement: Brigance Inventory, Alpern-Boll and SICD.

Products projected: None stated.

INFANT/PARENT TRAINING AND EARLY CHILDHOOD
DEVELOPMENT PROGRAM
Linda Dyk, Director
2050 Versailles Road
Lexington, KY 40504

(606) 254-5701

Target Population:

0-5 years; all disabilities

Program: The Infant-Parent Program for children birth to 2 years; Developmental Learning Programs for older children; Project develops parent IEPs; Parents receive assistance through parent-teacher interaction, group meetings, a library and parents-as-teachers program.

Measurement: Early LAP or LAP D, Alpern-Boll, SICD, Cattell, Stanford-Binet, Minnesota Home Inventory, Wisconsin Behavior Rating Scale and Vineland.

Products projected: Adapt the HOME Inventory; Parent Assessment Instrument and on Individual Parent Program.

CHILDREN'S CENTER INFANT DEVELOPMENT PROGRAM
Stanley H. Abadie, Director
1100 Florida Avenue, Bldg. 119
New Orleans, La 70119

(504) 948-6881

Target Population:

0-3 years; all disabilities

Program: Transdisciplinary approach for home and classroom services; individual parent training sessions, guided classroom observations and classroom participation.

Measurement: Bayley Scales of Infant Development, Early Intervention Developmental Profile, Sequenced Inventory of Communicative Intent and Uzgiris-Hunt scales.

Products projected: Infant curriculum for classroom teachers and parents, including curriculum placement instruments.

PROJECT WELCOME
Linda Gilkerson, Director
333 Longwood Avenue
Boston, MA 02115

(617) 735-6939

Target Population:

Newborn infants

Program: Developmental consultation in the NICU and community hospital by the parent/infant educator who also serves as a resource to the nurses; follow-up home visiting or developmental consultation to community-based early intervention programs; parents receive social service support and various types of parent group support.

Measurement: Assessment of Premature Infants' Behavior (APIB).

Products projected: Curriculum for nurses' education program, a manual describing the use of APIB in developmental consultation, Parent Program Manual describing peer leadership model.

PERKINS INFANT/TODDLER PROGRAM (0-3)
Charles E. Woodcock, Director
175 North Beacon St.
Watertown, MA 02172

(617) 924-3434 x330

Target Population:

0-36 mo.; visually handicapped.

Program: Home-teaching program; a "life-learning" curriculum, using the child's natural environment; parent services include home teaching, day and evening center-based participation, support services, information exchange.

Measurement: Maxfield-Buchholz Social Maturity Scale for Blind Children, Vision Up, the Oregon Project for Visually Impaired and Blind Preschool Children.

Products projected: None stated.

LINKING INFANTS IN NEED WITH COMPREHENSIVE SERVICES (LINCS)
Sandra Gautt and Joel Ray, Co-Directors
Department of Special Education
515 South 6th Street
Columbia, Mo. 65211

(314) 882-3741

Target Population:

0-36 Mo.; serves all disabilities.

Program: Staff identify services and assist agencies in providing developmental services; parents work directly with their child; parent program in child health and development is offered.

Measurement: Bayley Scales, the Ordinal Scales of Psychological Development and the Uniform Performance Assessment System.

Products projected: None stated.

PRESCHOOL SUPERMARKET
Barbara A. Wear, Director
Bozorth Early Childhood Center
Glassboro State College
Glassboro, N.J. 08028

(609) 445-6285

Target Population:

0-5 yrs.; non categorically handicapped.

Program: A Piagetian curriculum with diagnostic-prescriptive and behavioral components; parent program includes counseling, workshops, advocacy, support group, etc.

Measurement: Summary of Screening Assessment of Educational Needs and the Vulpe Assessment Battery.

Products projected: Two center-developed curricula are available: Developmental Play as a Learning Tool (birth to 3) and A Time...To Grow... To Play...To Learn...To Be Me...(3 to 5).

NEW VISTAS FOR HANDICAPPED INFANTS
Mary Russell, Director
P.O.Box 2332
Santa Fe, NM 87501

(505) 988-3830

Target Population:

0-36 Mo.; developmental disabilities primarily (66%) Hispanic.

Program: Home-based direct treatment service for children with opportunities for group sessions; weekly parent sessions.

Measurement: Weekly anecdotal data, summarize parent-recorded data ; standardized performance tests.

Products projected: Audio-visual materials.

PARENT INVOLVEMENT PROGRAM (PIP)
Marilyn Johnson, Director
231 Roberts Building
Jamestown, N.Y. 14701

(716) 483-0214

Target Population: 0-36 mo., developmentally delayed

Program: Provides evaluations, direct educational services (Portage curriculum, and therapy, through home- and center-based programs; lending library for parents (equipment and toys), teaches Portages' activities, and provides advocacy services; monthly swim program for families.

Measurement: Portage and Denver quarterly, Bayley or McCarthy Scales.

Products projected: None stated.

PROJECT FOR MOTOR IMPAIRED INFANTS AND THEIR FAMILIES
Philippa Campbell and G. Dean Timmons, Co-Directors
281 Locust Street
Akron, OH 44308

(216) 379-8256

Target Population: 0-36 mo., diagnosed or at risk for motor development.

Program: Infants receive neurodevelopmental therapy; home-based and center-based services; parents trained to work with their infant at home and analyzes their teaching using videotape.

Measurement: Index of Qualification for Specialized Services and Pattern Analysis Form; Bayley, Uzgiris-Hunt and Pre-Speech Assessment Scale.

Products projected: None stated.

PEDIATRIC EDUCATION PROJECT
Michael J. Guralnick, Director
1580 Cannon Drive
Columbus, OH 43210

(614) 422-8365

Target Population: Training for pediatric residents.

Program: Program serves pediatric consultants in child development; attitudes toward exceptional children; handicapping conditions; prevention; screening, diagnosis and assessment; interdisciplinary team; management; parents; community resources; health and medical care; developmental, educational and psychological research, and legal and legislative aspects.

Measurement: Project developed objectives with associated evaluation.

Products projected: Validated curriculum in developmental pediatrics. Audio-visual materials resource guide, annotated bibliography, a guide for implementation, model case studies, a series of pediatric assessment instruments for both physical health and developmental/educational functioning, and a multifaceted evaluation system.

INTERVENTION AND DEVELOPMENTAL MONITORING OF HANDICAPPED AND HIGH-RISK INFANTS
Diane Bricker, Director
901 East 18th Street
Eugene, OR 97403

(503) 686-3568

Target Population:

0-36 mo., variety of handicapping conditions

Program: Center-based program for toddlers, infants served in the home; parents are expected to be the primary teacher and they are offered educational programs and counseling services.

Measurement: Gesell Developmental Scales and the Adaptive Performance Instrument.

Products projected: Monitoring system, using developmental questionnaires completed by parents, to track the development of at-risk infants.

INFANT DIAGNOSTIC AND TREATMENT PROGRAM
David N. Grove and Sally Charuhas,
Co-Directors
2215 N.W.Northrup, Second Floor
Portland, OR 97210

(503) 229-7220

Target Population:

0-18 mo; all disabilities and handicapping conditions

Program: Program trains parents by teaching them specific intervention strategies; infants and parents attend center-based program on an individual basis; day and evening programs aid the familiy in understanding infant's development, intervention and data collection techniques.

Measurement: Bayley, Milani-Comparetti, REEL, SICD and CCD Upper Extremity/Fine Motor Test.

Products projected: Program development guide for infant intervention.

SUPPORT OR STIMULATION UNIT (SOS)
Jeffrey Barninger, Director
103 East Sixth Street
Erie, PA 16507

(814) 459-2755

Target Population:

0-12 mo., handicapped or at risk infants

Program: Screening and assessment services; curriculum based on bimonthly home visits; hospital-based social workers initiate family support and services including group and individual meetings.

Measurement: Project developed Neonatal Screening Index; Brazelton Neonatal Behavioral Assessment Scale, Developmental Programming for Infants and Young Children, project-developed developmental checklists.

Products: Neonatal Screening Index; model for the management-by-objective methods of program evaluation; brochure, abstract, baby book and Hotline tapes on infancy.

AN EDUCATIONAL SYSTEM IN PARENTING FOR THE RETARDED WITH INFANTS AND TODDLERS (ESPRIT)
Linda Sherman, Director
1001 Brighton Road
Pittsburgh, PA 15233

(412) 322-6008

Target Population:

0-36 mo., high-risk infants and their retarded parents.

Program: A home visitor models implementation of the infant's daily program and adapts it to the parents' skills; Home training Program based on Individual Program Plan (IPP) for each parent, daily living skills checklist, a parenting skills checklist, safety checklist and a parenting questionnaire.

Measurement: Early LAP, Bayley.

Products projected: Assessment tools specific to mentally retarded parents, the ESPRIT Parenting Guide, A Manual for Replication.

CHILD SUCCESS THROUGH PARENT TRAINING
Sue Schafer, Director
P.O.Box 22487-TWU Station
Denton, TX 76204

(817) 387-6063

Target Population:

0-36 mo., at risk and developmental delay

Program: Developmental Programming for Infants and Young Children (DPIYC) During center and home visits, parents receive instruction and assistance in implementing child's activities; contract is established with parents.

Measurement: DPIYC assessments, case studies and CIPP evaluation.

Products projected: A parent training curriculum, staff development package to teach professionals how to contract with parents of delayed infants, and methods for including alternate caretakers in the child's program.

TO OFFER TOTS ALTERNATIVE LANGUAGE (TOTAL)
Marlene Hollier, Director
3309 Richmond Avenue
Houston, TX 77098

(713) 521-9584

Target Population:

18-36 mo., developmentally delayed and significant language delays.

Program: Total communication is used in training all areas of development; parent attends class one day per wook; afternoon care for families who desire it; home visits assist with carry-over activities.

Measurement: Sequenced Inventory of Communication Development, Infant Programs' Baseline.

Products projected: Curriculum for parent instruction and a curriculum for group instruction utilizing total communication. The existing MHMR Infant Curriculum is also being adapted for use in this project.

PROJECT SEARCH
Jimmye Gowling, Director
415 West Avenue N
Silsbee, TX 77656

(713) 385-5286

Target Population:

0-5, all disabilities

Program: Project uses special mobile classroom; individualized therapy and child-centered instructional programs; parents involved in the instructional activities, home activities, special topical workshops, etc.

Measurement: Denver Developmental Screening Test, Bangs Birth-to-Three Scales, Alpern-Boll Developmental Profile; and the Portage Behavior Checklist.

Products projected: Parent materials.

RURAL INFANT-FAMILY EDUCATION PROJECT (RIFE)
Cheryl Mitchell and Sue Harding,
Co-Directors
Box 64611 Seminary Street
Middlebury, VT 05753

(802) 388-3171

Target Population:

0-36 mo., all disabilities

Program: Program alternatives include home visits, mainstreamed playgroup, Infant Toddler Center classes, full day developmental child care for working parents; physical and occupational therapy; parents offered range of services including classes, and a parent cooperative.

Measurement: Bayley Scales, Videotapes analyzed to determine change.

Products projected: Sseries of kits for teachers to use in the homes.

NORTHWEST CENTER INFANT/TODDLER
DEVELOPMENT PROGRAM
James McClura, Director
1600 West Armory Way
Seattle, WA 98119

(206) 285-9140

Target Population:

0-36 mo., 50% handicapped and 50% normal

Program: Home-based and center-based; full-day program features developmentally integrated groupings of handicapped and normally developing children; home specialist assesses parent and child needs; parents are involved in parent meetings, classroom activities and parenting skills development sessions; full-time home specialist in the home-bound program.

Measurement: Bayley, Koontz Child Development Program, Portage Guide, Developmental Programming for Infants and Young Children, Early LAP, Hawaii Early Learning Profile, or WABASH, Washington Social Code Assessment Tool, Uzgiris-Hunt, Test for Gross Motor and Reflex Development, Sequenced Inventory of Communication Development.

Products projected: Child Care Aide Training Curriculum.

SUPPORTING EXTENDED FAMILY MEMBERS
AN ECOLOGICAL PROGRAM FOR FAMILIES
OF HANDICAPPED CHILDREN (SEF AM)

Rebecca R. Fewell, Director
University of Washington
Experimental Education Unit
W J-10
Seattle, WA 98195

(206) 543-4011

Target Population:

0-5 yrs., all disabilities

Program: Project focuses primarily on the father/child dyad with extension to siblings and other family members. The major emphasis is on helping family members become better caregivers, educators, and advocates; Saturday morning and evening conferences and sessions.

Measurement: Management by objectives approach, based on Tyler's Objective Attainment Framework, Parent Behavior Progression Scales, Categories of Adaptive and Maladaptive Parenting Behaviors, Assessment of Fathering Behaviors, The Teaching Scales, The HOME Scale analysis of dyadic interaction on videotape.

Products projected: Curriculum for training fathers, siblings and extended family.

PROJECT FIRST CHANCE OUTREACH
Jeanne McRae McCarthy, Director
Department of Special Ed.
College of Education
University of Arizona
Tuscon, AZ 85721

(602) 626-3248

Target Population:

0-5 All handicapping conditions except hearing impaired.

Description: A center based program which combines an applied behavior analysis approach to instruction and classroom management with a cognitive approach to communication and preacademics and a strong developmental approach to children's learning.

Major Outreach Services: The project provides training and technical assistance to newly funded model V1-B Discretionary Programs and Preschool Incentive Programs.

Features and Products: The ABACUS curriculum, assessment tool, language program, and data monitoring system, reflect the Hispanic, Native American and Anglo traditions of the Southwest. The usefulness of the model with Native American Headstart programs is impressive.

UCLA INTERVENTION PROGRAM
Judy Howard, Director
1000 Veteran Avenue
Room 23-10
Los Angeles, CA 90024

(213) 825-4821

Target Population:

0-3 handicapped and non-handicapped

Description: Children are served in a primarily center-based program with a home component. All children are viewed in the context of normal development, with the same basic needs and some unique, individual ones. The Gesell Scale is used every 6 months to measure child change. Non-standardized measures include videotaped observations of the child/parent interactions and of the child at play; the Parent Behavior Progression is also used.

Major Outreach Services: The project provides training through: on site demonstration for professionals, a series of workshops for professionals and family day care providers, intensive student training, and consultations arranged through SIG and SERN coordinators.

Features and Products: The project emphasizes interdisciplinary coordination and training, services to parents, and integration of handicapped and non-handicapped children.

PROJECT MORE
MAINSTREAMED OUTREACH AND RESOURCES
FOR EDUCATION
Judith Lewis, Director
Family Service Agency of San Francisco
Developmental Services Department
3045 Santiago Street
San Francisco, CA 94116

(415) 661-7274

Target Population:

0-4.9 years all handicaps

Description: Mainstreaming of handicapped children aged birth to 4.9 years, center teaching, parent participation and specialist consultant services. The Bayley Scales of Development, Memphis Developmental Scale, Hawaii Early Learning Profile and Activity Guide are used for assessments and IEP's are planned every 6 months.

Major Outreach Services: The MORE Project offers a 13 week training program with on-site classroom consultation; awareness activities that include two conferences, monthly workshops, and dissemination of published materials; technical assistance across 9 component areas to potential replicators; use of a demonstration mainstreamed day care program as a state training site; and participation in state and community advocacy efforts.

Features and Products: Outreach efforts are focused on helping day care and early education programs to mainstream. A set of 13 training manuals are available and include a multi-cultural and multi-lingual focus. A special effort is made to reach multi-cultural and multi-lingual staff and children. College credit is available for the training program.

PROJECT UPSTART
D. Lee Walshe, Director
2800 13th Street, N.W.
Washington, D. C. 20009

(202) 232-2342

Target Population:

Description: Project UPSTART weaves techniques of neuro-developmental therapy and sensory integration into the educational program. Two classrooms operate four days per week for two 2½ hour intervention periods and provide training in all curriculum areas. The project measures child progress with the GMRD, REEL, Cattell, Vineland and Early LAP.

Major Outreach Services: The project provides two classrooms in southeast Washington, D. C. Project activities in Maryland include consultation to an infant education program for St. Mary's County, classrooms in Calvert and Charles Counties, and help with language programs in Prince George's County.

Features and Products: Project UPSTART developed the Parent Help Wanted and Help Received questionnaires. The Sequence Neuro-Sensorimotor Program, a method of service delivery which prepares the handicapped child for learning, is available.

RUTLAND CENTER DEVELOPMENTAL THERAPY MODEL OUTREACH PROJECT
Karen R. Davis, Director
125 Minor Street
Athens, GA 30606

(404) 542-6076

Target Population:

2-8 year old emotionally disturbed children

Description: The basic curriculum areas are behavior, communication, socialization and preacademics. Within each of these areas, a series of developmental objectives are sequenced into stages of therapy. The project uses these objectives as a measure of child progress.

Major Outreach Services: The project assists in program planning and design, staff development (including identification and referral process), intake and diagnostics, developmental therapy curriculum, school liaison, parent services and staff evaluation. In addition, the project disseminates information and assists in establishing an effective evaluation system.

Features and Products: Materials available include textbooks, films, videotapes and brochures.

MACOMB 0-3 REGIONAL PROJECT:
A RURAL CHILD/PARENT SERVICE
Patricia L. Hutinger, Director
27 Horrabin Hall
Western Illinois University
Macomb, IL 61455

(309) 298-1634

Target Population:

0-3 year olds

Description: The project provides a home-based remediation/education service to handicapped children aged birth to 3 years and their families. Home visits and sharing centers which incorporate child activities, parent/study topics and water activities are provided.

Major Outreach Services: Services include awareness-building activities; stimulation of replication sites; training of other providers; consultation; national, state and local involvement and coordination; product development, refinement and revision; and Rural Consortium activities.

Features and Products: Parents are involved in all activities of this home-based rural program. The Sharing Center, a unique component of the program, is a popular and effective means of bring parents and children together to engage in learning activities. The project has developed four books and 31 "Baby Buggy" papers for sale, and a series of videotapes and slide-tapes are available for rent.

PEORIA 0-3 OUTREACH PROJECT
Kriss Montgomery, Director
320 East Armstrong Avenue
Peoria, IL 61603

(309) 672-6358

Target Population:

0-3 developmentally delayed

Description: The project is based on a developmental task analysis approach to prescriptive teaching delivered primarily in the home by parents. The service program's components include: awareness and identification of young handicapped children; comprehensive diagnostic and evaluation services.

Major Outreach Services: The project provides technical assistance and training to replicating programs with The Peoria 0-3 Replication Rating Scale. Awareness, introductory and topical workshops are held each year at the local, state, regional and national levels. In addition, the project disseminates thousands of project materials each year.

Features and Products: These materials are available: slide-tape presentations (on both normal and abnormal motor development); a videotape on alternate communication; a program manual; handouts on parent education, motor and speech/language development; the Functional Profile (child progress assessment instrument birth to 6); and others.

PROJECT RHISE
Steven Lynn Smith, Director
650 North Main Street
Rockford, IL 61103

(815) 965-6766

Target Population:

0-3 handicapped infants

Description: Uses the Consultancy Model, a transdisciplinary approach The program emphasizes parent training and support through the parent-to-parent approach. Clinical consultants measure child progress through formal, standardized assessments, while the parent-infant educator uses educational assessments.

Major Outreach Services: Technical assistance offered by the project includes program needs assessments, long-term training for model replication, short-term training, workshops on specific topics,

on-site consultation, observation and training at Children's Development Center demonstration site, product dissemination and information services.

Features and Products: The Consultancy Model is being replicated in both rural and urban settings. Available materials include a Curriculum Syllabus, Rockford Infant Developmental Evaluations Scales (RIDES), parent needs assessment, parent learning packages, parent-developed filmstrip, child-find workshop proceedings monograph, child development chart, bibliographies and program description articles.

PRECISE EARLY EDUCATION FOR CHILDREN WITH HANDICAPS (PEECH PROJECT)
Merle B. Karnes, Director
University of Illinois
Colonel Wolfe School
403 East Healey
Urbana, IL 61820

(217) 333-4894

Target Population:

3-5 mild and moderate handicapped

Description: PEECH is a center based program which obtains pre and posttest data on all children. Teachers assess each child's abilities, set individualized goals and objectives and continually evaluate child progress.

Major Outreach Services: In addition to intensive training provided to each year's replication sites, PEECH annually conducts an average of 45 components workshops and 15 awareness workshops on topics relevant to early childhood special education. The project mails materials to over 8,000 interested professionals throughout the U. S. People from every state and several foreign countries visit the demonstration site each year.

Features and Products: Available from the project are manuals on classroom planning and programming, manuals on family involvement and handouts describing components of the early childhood special education program.

BEAM OUTREACH PROJECT
Jean F. Coppinger, Director
Howe Building Annex
363 Boston Road
Billerica, MA 01821

(617) 667-3686

Target Population:

0-3 all handicap's

Description: BEAM features a home/toddler group program for handicapped infants and toddlers aged birth to 3 years and a parent center with lending library for daily informal parent meetings. Structured parent-training sessions are available weekly.

Major Outreach Services: The project offers workshops in screening and assessment, language, stimulation, techniques of theraplay, establishing and implementing a home visiting program, the holistic approach to early education, internships/practicums for college and nursing students and several products to be revised and/or produced.

Features and Products: Features include an annual Christmas parade as a community effort to assist in raising awareness of the need for early intervention, a BEAM procedural handbook outlining the child's program from referral to dismissal, and a booklet describing BEAM design.

EARLY RECOGNITION INTERVENTION NETWORK OUTREACH PROGRAM (ERIN)
Marian L. Hainsworth, Director
376 Bridge Street
Dedham, MA 02026

(617) 329-5529

Target Population:

2 to 7 moderate to severe handicapped children

Description: Combination preschool/home programs serve children. The regular early childhood and primary K-1 program serves mildly to moderately handicapped children who are integrated with nonhandicapped children.

Major Outreach Services: ERIN conducts three ten-day Leadership Training Institutes for trainers, coordinators and teachers at ERIN or at on-site regional locations. The project provides additional training and support to trainers and implementers via special topic central workshops. The project makes three to six on-site visits to each replication program. ERIN is developing self-study training print and audio-visual materials and is disseminating awareness material.

Features and Products: Project-developed materials include: Preschool Screening Systems, a child test and parent questionnaire; Developmental Inventory of Learned Skills, criterion-referenced check-lists for children aged birth to 8 years; Implementing the ERIN Program, a teacher/coordinator kit (modules on environment, evaluation/screening, planning and teaching, with support slide-tapes and materials); Resource Books on teaching language, visual, perceptual, motor and body awareness and control, and participation; and First Steps Guidebook 1, for increasing participation skills. A complete list is available from ERIN.

PROJECT OPTIMUS/OUTREACH
Geneva Woodruff, Director
77 Parkingway
Quincy, MA 02169

(617) 471-0350

Target Population:

0-3 handicapped children

Description: The demonstration component is a center- and home-based program for handicapped children. It employs a modified transdisciplinary approach, using a primary provider for direct services and a team to assess, plan and evaluate. Staff measure child progress every three months using developmental assessment and observation.

Major Outreach Services: Workshops, replication services, technical assistance and materials development constitute the major portion of the project's training efforts.

Features and Products: Materials developed by the project include: The Parent Involvement Manual, slide-tapes on the transdisciplinary service delivery model, slide-tapes on parental involvement in the transdisciplinary team.

HIGH/SCOPE FIRST CHANCE OUTREACH PROJECT
Clay Shouse, Director
600 North River Street
Ypsilanti, MI 48197

(313) 485-2000

Target Population:

Description: The project is located in an integrated classroom where the Cognitively Oriented Preschool Curriculum has been shown to have a positive impact on nonhandicapped and handicapped children. The curriculum, based on Piaget's child development theory, presents a framework for supporting total development of the child.

Major Outreach Services: The project conducts needs assessments, training visits and services, on-site consultations, demonstration classrooms, teacher and trainer institutes, project evaluations, and monitoring assistance to replication sites and to projects interested in replication. The project also disseminates the High/Scope curriculum and provides awareness information through introductory workshops, mail and telephone contacts.

Features and Products: The High/Scope curriculum is documented in Young Children in Action: A Manual for Preschool Educators. Many audio-visual materials are available to support training in this curriculum model.

EARLY EDUCATION CENTER OUTREACH PROJECT
Susan Hart-Hester, Director
P.O. Box 10356
Westland Station
Jackson, MS 39209

(601) 353-1664

Target Population:

0-5 handicapped

Description: A multidisciplinary team designs programs to meet each child's individual needs. Staff use the "clipboard system" to record child progress. This system provides performance data in the areas of gross and fine motor, social, language, self-help, cognitive and behavioral skills.

Major Outreach Services: The project has provided training to 35 agencies and groups and has sponsored or participated in five major workshops statewide. It has also contributed to developing and updating the MESH Resource Directory, now in its second printing.

Features and Products: The project has developed the following modules: programming for individual needs, the EEC Clipboard System, augmentative communication, therapeutic feeding, children's developmental disabilities, programming from assessment instruments and the EEC Model. The following materials are available: Outreach Training Modules (pre/posttests, curriculum, handouts, overheads, videotapes and slide presentations); MESH Resource Directory (a comprehensive listing of agencies serving young handicapped children in Mississippi); Feeding/Language Assessment (a checklist of feeding patterns and pre-language skills).

COGNITIVE LINGUISTIC INTERVENTION PROGRAM TRAINING PROJECT (CLIP)
Mary C. Vernacchia, Director
22 Valley Road
Montclair, NJ 07042

(201) 783-4000 x272

Target Population:

0-5 mild to moderate handicapped children

Description: CLIP represents a system for delivering instructional services to children with mild to moderate language-learning difficulties. Workshops, home visits and conferences promote parental involvement. CLIP also serves Montclair's community-based daycare centers and nursery schools.

Major Outreach Services: Agency personnel participate in a series of five comprehensive training seminars on each replicable area of the service delivery model. Activities include consultations, demonstration of techniques and strategies, and the distribution of resources and materials.

Features and Products: CLIP features include: transdisciplinary staff, classroom intervention, parent programs, staff training, liaison with community agencies, college/district cooperation. Products include: Primary Unit Curriculum Guide (four to five), CLIP Activity Guide for Teachers, Parent Handbook, screening instrument, CRIDT (Criterion Referenced Inventory of Developmental Tasks) Manual (profile and administrative materials), and the CLIP Program Manual.

ALBUQUERQUE INTEGRATION/OUTREACH PROJECT
Gail C. Beam, Director
3501 Campus Blvd. N.E.
Albuquerque, N.M. 87106

(505) 266-881 268-0213

Target Population:

2-5 handicapped and non-handicapped

Description: Using a transdisciplinary approach, a developmentally-sequenced curriculum is implemented with support from speech and occupational therapists. Cognitive developmental approach. Progress is measured with the Alpern-Boll, the Learning Accomplishment Profile and qualitative language development checklists.

Major Outreach Services: The project provides technical assistance through agency needs assessments, on- and off-site training, workshops and consultation and demonstrates application of the integration model to university students, professionals, and lay personnel.

Features and Products: Products of the project include a report of research-play behavior and developmental growth (results of three-years research), A Guide to Integrating Handicapped and Non-Handicapped Preschool Children, and criteria for selecting handicapped children for an integrated placement.

A REGIONAL PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN
Amy L. Toole, Director
French Hill School
Yorktown Heights, NY 10598

(914) 962-2377

Target Population:

0-5 years - all handicaps

Description: Child services combine home-based (aged birth to 5) and center-based (aged 3 to 5) approaches. Home training is based on the Portage Preschool model. Staff make weekly home visits.

Major Outreach Services: To offer outreach assistance to higher education agencies. To prepare trainers from designated demonstration sites to train target program staff. To evaluate the above objectives.

Features and Products: The following materials are available from the project: The Curriculum Model for a Regional Demonstration Program for Preschool Handicapped Children, Preschool Project Manual, The Parent Volunteer System, A Manual and Activity Catalog for Teachers, The Community Awareness and Developing Interagency Cooperation. The project also offers training in these areas. On-site training workshops are available for projects interested in replicating any of the program's components.

CHAPEL HILL TRAINING-OUTREACH PROJECT
Anne R. Sanford, Director
Lincoln Center
Merritt Mill Road
Chapel Hill, NC 27514

(919) 967-8295

Target Population:

0-5 handicapped

Description: The project establishes individual learning objectives for children using the LAP and parental needs assessments. Teacher training in task analysis, behavior modification and parent involvement are basic model components, as is the assessment-curriculum design.

Major Outreach Services: The Kentucky State Department of Education has applied all of its incentive grant funds to the replication of the Chapel Hill model in 153 counties. The Chapel Hill-Carrboro Schools have established a model replication site. Head Start programs throughout Region IV have replicated the model.

Features and Products: Project-developed materials include slide-tape programs, public service announcements, manuals and othr print materials on topics such as assessment, curriculum, family involvement, P.L. 94-142, and competency-based training. Contact the project for a comprehensive listing of materials.

INFANT STIMULATION/MOTHER TRAINING (IS/MT)
Earladeen Badger, Director
University of Cincinnati
College of Medicine
Department of Pediatrics
231 Bethesda Avenue
Cincinnati, OH 45267

(513) 872-5341

Target Population:

Infants 0 - 1 high risk

Description: The project offers a hospital-based (neonatal, special care and full-term nurseries) early education intervention program in infant stimulation and parent education and support.

Major Outreach Services: The project trains hospital-based infant and maternity nursing staff through three-day short courses offered four times a year and follow-up on-site consultation and training.

Features and Products: The project trains nurses in infant stimulation and parent education and support techniques and the use of project-developed materials. The book, Infant/Toddler: Introducing Your Child to the Joy of Learning, was developed by IS/MT and is available through Instructo/McGraw-Hill, Paoli, PA (No. 2353).

TEACHING RESEARCH INFANT AND CHILD CENTER
DATA-BASED CLASSROOM
Torry Piazza Templeman, Director
Todd Hall
Monmouth, OR 97361

(503) 838-1220 ext 401

Target population:

0 - 6 all handicaps

Description: The project is a classroom-based behavioral program, emphasizing individualized instruction, trial-by-trial data and the use of volunteers to conduct instruction. A task-analyzed developmental curriculum is used.

Major Outreach Services: The project offers 5-day demonstration center training and two follow-up technical assistance visits at the trainee's work site.

Features and Products: The project offers demonstration center training. The project staff identifies inservice objectives and provides evaluation at the time of training and follow-up.

FAMILY CENTERED RESOURCE PROJECT-
OUTREACH (FCRP)
Gilbert M. Foley, Director
2900 St. Lawrence Avenue
Reading, PA 19606

(215) 779-7111

Target population:

Description: FCRP serves multihandicapped infants and preschoolers in a family context, with emphasis on children with mental retardation and neuromotor dysfunction. Service delivery is transdisciplinary.

Major Outreach Services: The project provides needs assessments, participatory conferences, individualized technical assistance for component replication, follow-up site visits, training and college courses.

Features and Products: FCRP uses transcisciplinary team training generalized to kindergarten and school-age children and team training in the transactional approach to child development. Project staff have expertise in theory and therapy related to parental loss and grief reactions to the birth of a handicapped child and the process of attachment-separation-individuation in handicapped children. Products include: Cognitive Observation Guide, Family Development Planning, Attachment-Separation-Individuation Scale, Kindergarten Motor Screening and Medical Perspectives on Brain Damage and Development.

PROJECT SCOOTER FOR HEARING IMPAIRED CHILDREN
Joan C. Rollins, Director
819 Barnwell Street
Columbia, SC 29208

(803) 777-7876

Target Population:

Description: The project provides a High-Risk Register Program in area hospitals and parent/infant, toddlers' and parent programs.

Major Outreach Services: SCOOTER provides awareness activities; statewide Child-Find workshops; methods, materials and curriculum workshops; consultations; pre-service and in-service training; and product development and distribution.

Features and Products: The project makes numerous presentations to professional organizations and develops audiovisual materials for public awareness and demonstration purposes. The project developed a Toddler Curriculum and other educational assessment instruments. SCOOTER is presenting a series of regional workshops on the identification of and intervention with hearing-impaired children.

OUTFIT PROJECT
Harris Gabel, Prin. Inv.
Bob Kibbler, Director
George Peabody College
Box 151
Vanderbilt University
Nashville, TN 37203

(615) 322-8425

Target Population:

0-4 mentally retarded and handicapped

Description: An activity program is developed for each child in gross motor, personal/social, hearing and speech, nonverbal communication, eye-hand coordination and gestural and verbal imitation.

Major Outreach Services: The project provides information services, technical assistance (including needs assessments) and state networking.

Features and Products: OUTFIT training materials include the FIT Guide, a detailed description of the FIT model for establishing parent-implemented educational clinics in rural settings; a curriculum matrix which indexes information on infant and preschool curriculum guides according to skill area and developmental level; the Parent Group Guide which provides information on establishing discussion groups for parent training and discussion; and the FIT Training Guide which describes the training program offered to agency staff and community professionals and outlines content of training sessions in a series of modules.

ADAPT PROJECT
Fred Tinnin, Director
AISD Developmental Center
910 East St. Johns Avenue
Austin, Texas 78752

(512) 453-5651, 451-6539

Target Population:

0 - 5 years

Description: ADAPT is a multifaceted, process model curriculum for severely/profoundly multihandicapped children, offering a complete training and data collection system. The project features more than 900 objectives in five areas that have been task analyzed with generalization steps.

Major Outreach Services: The project conducts one-to-two-day workshops with media and demonstration and offers follow-up visits. The project solicits inquiries through brochure mailings and journal articles and abstracts.

Features and Products: ADAPT is easily adapted for different populations, such as deaf-blind or the orthopedically impaired. The ADAPT system is quickly learned by paraprofessionals or parents. It provides a framework in which ancillary services (occupational and physical therapy, speech, nursing, psychology and counseling) can work efficiently.

PROJECT TRANSITION OUTREACH SERVICES
Marlene Hollier, Director
3309 Richmond Avenue
Houston, Texas 77098

(713) 521-9584

Target Population:

3 - 5 year old handicapped

Description: Project Transition continuation provides early childhood classes with transitional support services for parents and children leaving our community infant program for entry into public school. Liaison services are provided to local public schools receiving program children.

Major Outreach Services: The program provides training and technical assistance in the areas of: services to children, services to parents and liaison with public schools.

Features and Products: The program produces training materials including parent materials and a child curriculum.

PROJECT DEBT
DEVELOPMENTAL EDUCATION BIRTH THROUGH TWO
Gloria Galey, Director
1628 19th Street
Lubbock, TX 79401

(806) 747-2641, ext. 455

Target Population:

0 - 5 handicapped

Description: The project identifies young handicapped children in the community, provides medical evaluations, develops a home instructional program for parents, and develops awareness of services offered by state and community agencies. Assessment and screening processes include informal observation in the home and case history data, the Vineland Scale of Social Maturity, Denver, Koontz, REEL, and a medical evaluation by the child's private physician or the DEBT pediatric consultant.

Major Outreach Services: The project provides preservice and in-service training for those in health, education and social services. It also provides ongoing consultation to replication sites and referral system to families in rural areas. The project staff conducts training sessions with medical students and pediatric residents at Texas Tech Medical School.

Features and Products: Optional components of the DEBT model include a Water Play Program, Stay and Stitch Activities, a Saturday Morning Workshop for Men and a Parent Study Group. DEBT's research document detailing child progress data and parent involvement is available. Other products include: DEBT Diaper Dudes, DEBT Developmental Scale from Birth to Six Years, DEBT Teaching Activities Packet Birth to 36 Months, Comprehensive Training Notebook, DEBT GOSPEL Guidebook, DEBT Model Project (brochure), DEBT Outreach Project (brochure), Love Your Baby, and a bibliography of literature on child growth and development, intervention techniques and parental communications.

PEECH OUTREACH
Lois Cadman, Director
301 Loop 11
Wichita Falls, TX 76305

(817) 322-6928

Target Population:

Description: The staff trains parents to conduct learning activities on a daily basis.

Major Outreach Services: PEECH Outreach provides technical assistance to sites replicating components of the PEECH model and teacher training in the areas of: identification of the population to be served, provision of the referral process in respect to P.L. 94-142, the assessment process, writing IEPs, the home teaching process, parent training, and the coordination and utilization of supplementary services.

Features and Products: PEECH Outreach trains parents to function as paraprofessional educators. The model is particularly adaptable for projects in rural areas. Dissemination products include Teacher's Handbook for developing home intervention programs and Parent's Handbook, which describes handicapping conditions and educational activities (and is also available in a Spanish edition).

MULTI-AGENCY PROJECT FOR PRESCHOOLERS
Glendon Casto, Director
UMC 68
Utah State University
Logan, UT 84322

(801) 750-2000

Target Population:

0 - 5 handicapped children

Description: The project is a home- and community-based intervention program in rural and remote areas where professionals trained to work with handicapped children are often lacking. The program teaches parents of children aged birth to 3 to act as intervention agents for their handicapped children by providing a specific curriculum, training and weekly monitoring.

Major Outreach Services: The project provides curriculum materials and training for the birth to 5 population in the areas of receptive and expressive languages, self-help, motor and social/emotional development. The project also provides technical assistance in program evaluation. A Pre-academic Program is currently being field tested.

Features and Products: The project staff administers standardized and criterion-referenced pre and posttests, including the Bayley Scales of Infant Development, the Peabody Picture Vocabulary Test, the Assessment of Children's Language Comprehension, and the Visual Motor Integration Scale. The project has developed curriculum materials and criterion tests in five developmental areas; these are available for dissemination through Walker Publishing Company, New York.

PROJECT SKI-HI OUTREACH
Thomas C. Clark, Director
Dept. of Communicative Disorders
Utah State University
UMC 10
Logan, UT 84322

(801) 750-1369

Target Population:

0 - 6 hearing impaired

Description: The project provides direct services to hearing impaired children, including home visits, curriculum teaching, hearing aid management, and auditory, communicative and language skills training.

Major Outreach Services: The project offers awareness activities, dissemination conferences, development of curricular materials, training, information dissemination, on-site technical assistance and program evaluation through a nationwide data bank.

Features and Products: SKI-HI can provide a series of three 3-day on-site workshops covering the curriculum and program management during Year One of replication, followed by on-site workshops in early identification and support services during Year Two. Alternatively, SKI-HI can provide a 3-week basic training program at Utah State University, which covers the entire SKI-HI Model, including all of the above topics. The program has developed and made available a curriculum manual, a total communication curriculum, eight slide-tape programs, two flip charts to help illustrate lessons to parents, a parent resource book, two language assessment instruments, two videotaped training packages, Spanish-language translations of several curricular components, and a series of monographs on subjects relating to programming for young hearing impaired children and their families.

EDUCATION FOR MULTIHANDICAPPED INFANTS
(EMI-IMPACT)
Kathy L. Steward, Director
University of Virginia Medical Center
Box 232
Charlottesville, VA 22908

(804) 924-4954

Target Population:

Physically handicapped and developmentally delayed infants

Description: The project provides a clinic- and home-based program to physically handicapped and developmentally delayed infants who are first seen in the Neonatal Intensive Care Unit Program. The project assesses children bimonthly using the EMI Scale and videotape. The eclectic EMI Curriculum emphasizes Piagetian principles and contingent reinforcement.

Major Outreach Services: The project provides training, networking and resource sharing and develops and disseminates products.

Features and Products: Project-developed materials include: the EMI Assessment Scale, (birth to 24 months), the EMI Curriculum, Nursery Intervention Manual, the EMI Infant Learning Packets and materials, and bibliographies.

CHILD DEVELOPMENT RESOURCES OUTREACH PROJECT (CDR)
Barbara Acree Kniest, Director
P.O. Box 299
Lightfoot, VA 23090

(804) 565-0303

Target Population:

0 - 2 handicapped and developmentally disabled children

Description: The rural-based project offers interdisciplinary programming using the parent as the primary teacher.

Major Outreach Services: The project's primary service is to provide training and technical assistance to those agencies wishing to replicate components of the CDR Infant Program.

Features and Products: Materials available are: Skills Inventory for Parents, a system for measuring change in parental skills; Skills Inventory for Teachers, a system of evaluating skills of home-based teachers; Parent Group Curriculum, designed to meet information and skill development needs of parents of young handicapped children; and Teaching Activities for Parents, for use by parents of infants aged birth to 2 years.

A MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN OUTREACH PROJECT
Rebecca R. Fewell, Director
Experimental Education Unit WJ-10
Child Development and
Mental Retardation Center
Seattle, WA 98195

(206) 543-4011

Target Population:

0 - 6 all handicaps

Description: Alice H. Hayden Preschool Program provides educational and related services to handicapped youngsters to maximize their skills. Parents receive training and other assistance as well.

Major Outreach Services: The project offers field-based and center-based training, technical assistance, instructional and informational materials and follow-up assistance as requested.

Features and Products: Parent involvement techniques are particularly useful in maximizing child gains, as parents and other members of the interdisciplinary team coordinate efforts both at home and at school on behalf of the pupils.

THE PORTAGE PROJECT
Susan Weber, Director
626 East Slifer Street
Box 564
Portage, WI 53901

(608) 742-8811

Target Population:

Description: The project follows a precision teaching model which focuses on effective parent involvement to facilitate long-term early childhood intervention.

Major Outreach Services: The Portage Project offers replication and demonstration site training, awareness workshops and materials, and conference presentations. In addition, the project provides technical assistance to home-based programs.

Features and Products: A key feature of the project is the Portage Parent Program, a systematic parent-training component to improve parental skills in the teaching and child-management domains. The component includes a Parental Behavior Inventory, Parent Readings, and an Instructor's Manual. Also available is the Portage Guide to Early Education (Spanish and English).

THE COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSIED CHILDREN
Rona Alexander, Director
9001 W. Watertown Plank Road
Wauwatosa, WI 53226

(414) 259-1414

Target Population:

0 - 3 children with neuromotor involvement

Description: Services include speech, physical and occupational therapy, nutrition, psychology, special education, and social and medical services. Pre/post-test data are analyzed using the Bzoch-League REEL Scale, Mecham Verbal Language and Development Scale, and Peabody Picture Vocabulary Test.

Major Outreach Services: The project trains teams from replicating agencies in 6-day Fundamental Guidelines Workshops and trains speech pathologists in the Pre-Speech Assessment Scale. The project staff makes a site visit to all new replication sites. In addition, the project makes available new materials to new and previously trained sites in pre-speech feeding/nutrition and pre-linguistics/cognition.

PROJECT WISP/OUTREACH
Janis A. Jelinek, Director
P.O.Box 3224 University Station
Laramie, WY 82071

(307) 766-6145

Target Population:

Description: The basic intervention model is developmental-prescriptive. The major measure of child progress is E-LAP; other measures are used as necessary.

Major Outreach Services: The project provides training and technical assistance to programs in Wyoming and other states wishing to replicate components of the model.

Features and Products: The project maintains a toy-lending library which is available to parents and other programs. The staff trains individuals at 14 replication sites, conducts mass media and formal awareness activities, develops products and provides competency-based training. Eight products are available for dissemination.

CURRICULUM CONSIDERATIONS

(The following information is adapted from an unpublished draft report titled "Early Childhood Curriculum" which was prepared by the Curriculum Committee of the Early Childhood Education for the Handicapped (ECE-H) regional personnel under the guidance of Joene Grissom, Chief Consultant for Early Childhood Special Education of the Texas Education Agency (TEA). Members of the committee were ECE-H Consultants: Debbie Louder, Region I; Louise Scanlon, Region XX, and Margie Sanford, Region XIII.)

Curriculum has the general purpose of focusing the energies of the teaching staff as well as guiding them in planning their day-to-day lessons and instructional plans. The goals of helping children develop independence and attain their full potential for social, emotional, physical, language and cognitive development are common to preschool curriculums for the handicapped and non-handicapped child. However, in order to meet the needs of handicapped children, the curriculum may need to start at a lower developmental level, be far more individualized, and include more concentrated or smaller steps for instruction and child progress.

Decisions on what curriculum to use and what to teach a particular child are usually based on the overall goals of the program and staff preferences. Some prefer teaching tasks in a developmental sequence; others prefer teaching functional skills. The functional perspective is based on the principles and technology of applied behavior analysis and is most frequently traced to John B. Watson and B.F. Skinner. Two developmental perspectives which dominate curricula are: the age-related developmental milestones identified by Arnold Gesell, usually followed by diagnostic-prescriptive advocates, and the stage theory espoused by Jean Piaget. Some programs follow a single approach exclusively and use only one specific curriculum. Other programs follow a combination approach and use more than one curriculum.

Regardless of the curriculum model, the learning needs of children are met through the daily routines of assessing learning needs, devising lesson plans, organizing the classroom, providing learning materials, working with the children, and checking progress. Though this process is basically the same in any well-planned classroom, special considerations must often be made for adapting curriculum, materials, and learning sequences to the needs of the handicapped. Many commercially developed materials were designed for use with "normal" children. Often the learning units are too large, the pace too fast, the level too high for the severely handicapped student. Remember that handicapped children often progress in inches, not in feet or yards. Adapt and simplify the curriculum to match the child's ability.

Curriculum Organization

The three typical organizational approaches to a special education curriculum include subject area, behavioral domain and persisting life problems:

1. Subject Area Organization - Instructional outcomes suggested teaching activities and materials are all organized under traditional course labels. The areas are: Cognitive, Speech and Language, Motor (Fine and Gross), Self-Help, Social/Emotional, and Pre-academic.
2. Behavioral Domain Organization - This organizational pattern is not always reflected by the use of traditional course title. Examples of domain are: Motor Functioning, Independent Functioning, Social Emotional Functioning, Oral Communication, Reading, Math, Fine and Practical Arts.

3. Persisting Life Problems - The content and organization of this pattern is premised upon the idea that instruction should focus on teaching handicapped pupils to cope with the kinds of problems they will be facing throughout their lives.

Curriculum Areas

In order to assess curriculum needs for instruction, definitions of the major areas to be discussed are necessary. Following are general thoughts regarding skills in the areas of cognition, speech and language, motor, self-help, and social/emotional. Also included in the Appendices are suggested sequences of skills listed by age level and references which include information regarding many E.C.E.H. curriculas which are commercially available.

COGNITION

Cognition or thinking is the ability to remember, see or hear likenesses and differences, and to determine relationships between ideas and things. Remembering or memory is the storing of events for recall at a later time. Activities in the cognitive areas include naming objects, pictures, shapes and symbols. Noting likenesses and differences and seeing relationships between ideas involves the ability to separate one unit from a whole group and to bring parts into a whole.

SPEECH AND LANGUAGE

The ability to receive and express information meaningfully is the goal of activities in the speech and language section. Activities in this area involve comprehension and use of the grammatical structures of the child's primary language, the ability to attend to auditory stimuli long enough for learning to occur, the receptive and expressive use of sounds in isolation and combination, copying verbal or motor activity from a model, the ability to receive, differentiate and understand auditory stimuli, and to recall that stimuli as a function of time. Other activities include auditory sequencing or remembering what is heard long enough to repeat it in the proper sequence and the ability to understand and use words, phrases and sentences with a variety of grammatical structures.

Language also includes manual expression or the use of signing to increase the ability of the child to make his/her needs known and to take in new information. Language may also involve teaching the use of printed symbols which take the place of oral or manual expression

MOTOR

The motor area is primarily concerned with the movements of large and small muscles which increase coordination, agility and endurance.

Gross motor involves the development of large muscle skills used in crawling, walking, running, climbing, and throwing. Activities could involve the movement of one's body in an integrated fashion around objects and through environments such as an obstacle course. Balance in stationary positions such as sitting, standing, and balancing on one foot, and activities enhancing balance while in motion are included in this area.

Fine motor tasks involve the small muscles used in picking up objects, self-feeding, cutting, drawing, transferring objects from one hand to another, and putting rings on pegs. Activities could involve using fingers, fingers and thumb in coordinated movements and the coordinated use of fingers, hand and arm.

Perceptual motor skills involve the coordinated use of the senses and muscles. Included in this area is the ability to see similarities and differences in object or pictures, the ability to perceive left and right, up and down. Activities in this area might involve kicking a rolling ball, or naming placements like up, down, behind, in front of, inside, outside, and next to. Other activities might include drawing lines that go from left to right, discriminating between shapes, and completing puzzles.

SELF-HELP

The ability to perform certain tasks for oneself, such as feeding, grooming, dressing, and toileting are called self-help skills. For the young child these activities may include finger feeding, holding out arms and legs when being dressed, eating independently with a spoon, sitting on the potty for brief periods, and drying his/her hands on a towel after they have been washed. Older children may be involved in activities such as hanging a coat on a hook, using a napkin, zippering jackets, pouring liquid from a pitcher, spreading with a knife, and brushing his/her teeth. The child's ability to care for himself is very important and aides the child in his effort to become independent.

SOCIAL/EMOTIONAL

Social/emotional skills are those behaviors which allows the child to relate to the environment and to others in a positive, meaningful way, Early social skills involve the recognition of body parts, sex identification, and the development of a positive and realistic self-concept. The ability to interact appropriately with adults and peers, as well as the affective area of attitudes and feelings form the basis of activities in this area. Learning objectives in the social skills area include, but is not limited to increasing eye contact, the child's response to his/her name, following directions, increasing compliance behavior, and the ability to share toys and take turns. Other activities may be geared to teaching helping behavior, imitating other children at play, playing cooperatively with others and working or playing alone without supervision.

At the end of this section you will find an outline of what might be expected of children from birth through five in each of these areas. You can use this information in evaluating curriculums for developmental appropriateness. These lists were developed by examining many ECE-H programs and combining the most common skills listed in each.

AGE LEVEL 0 - 1

COGNITION

- Visually follows object past midline
- Follows light with eyes, turning head
- Reaches for rattle
- Grabs at ring
- Grasps rattle
- Retains rattle
- Puts ring in mouth
- Reaches, grasps, puts in mouth
- Removes block from cup
- Puts block in cup without aid
- Bangles a toy
- Puts 3 blocks into cup, empties cup
- Shakes a bell
- Transfers toy from one hand to the other
- Drops and picks up toy
- Finds hidden object under container
- Pushes 3 blocks train style
- Retains 2 blocks in one hand
- Pincher grasp
- Removes round block from puzzle
- Imitates peek-a-boo/pat-a-cake

SPEECH AND LANGUAGE

- Alerts to wide range of auditory stimulation (voice, bell, drum)
- Changes body movement in response to sound (moves head, arm or leg)
- Has separate cry for different discomforts (hungry, wet or tired)
- Turns head toward voice
- Coos and gurgles/laughs and smiles
- Repeats own sound
- Imitates motor movement (plays peek-a-boo)
- Repeats sound made by others
- Repeats same syllable 2-3 times (ma, ma, ma)
- Uses gestures (waves hand "bye, bye" or shakes head for "no")
- Follows simple verbal direction accompanied by gestures or physical cue("Give me your hands." Beckon or touch child's hands.)
- Stops activity at least momentarily when told "no"
- Gives up an object on request
- Responds to simple questions with nonverbal bodily response (Adult says, "Want to take a bath?" and child bounces in place.)
- Combines two different syllables in vocal play ("da-dee" or "ma-me")
- Imitates voice intonation patterns of others
- Uses single word appropriately ("hot" or "cookie") to label object or person
- Vocalizes 5 or more syllables in response to speech of other person

MOTOR

FINE

- Holds toy in hand (2-3 seconds)
- Reaches and grasps toy.
- Picks up and drops toys
- Holds cup with both hands
- Grasps with thumb and index finger.
- Picks up block and places it on flat surface

GROSS

- Rolls over from stomach to back
- Rolls over from back to stomach
- While sitting, leans forward to obtain objects out of reach
- Sits without support
- Raises self to crawling position on hands and knees
- Crawls on hands and knees
- Makes stepping movements when supported under the arms
- Pulls self to standing position
- Makes stepping movements when held by both hands.
- Sidesteps around play-pen or crib while holding on to rails
- Stands without support
- Crawls up stairs
- Walks without help

SELF HELP

Personal Hygiene

Engages in water play.

Toileting

- Reacts to or attempts to remove wet or soiled diaper (does not communicate needs to adult)
- Shows interest in mechanical functions of the toilet

Dressing Skills

Holds out arms while being dressed

Feeding-Eating Skills

- Sucking reflex
- Swallows soft food
- Uses tongue to move food in mouth
- Allows being fed with spoon
- Holds bottle
- Mouths strained food fed with spoon.
- "Chews" mashed table food
- Drinks from a cup with assistance
- Feeds self with fingers.
- Chews solid food
- Holds and drinks from a cup using two hands

SOCIAL/EMOTIONAL

- Becomes quiet when picked up and talked to
- Smiles spontaneously/laughs aloud
- Discriminates strangers
- Reaches for familiar persons
- Follows moving person with eyes
- Smiles, pats
- Responds to own name
- Shows affection towards stuffed animals, dolls, people.
- Gives toy to adult upon request

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AGE LEVEL 1 - 2

COGNITION

- Removes six blocks from cup
- Stacks three blocks
- Places circle and square in formboard
- Pounds peg in imitation
- Scribbles on paper
- Turns 2-3 pages together
- Recognizes self in mirror or picture
- Places five pegs in peg-board
- Points to named picture
- Identifies one body part
- Matches like objects

SPEECH AND LANGUAGE

- Says "more" in 3 appropriate situations ("more food, bouncing or music")
- Imitates 3 vowel sounds
- Uses one word sentences as requests ("drink" or "water")
- Shows anticipation of events when sound cue is provided (goes to coat closet when he or she hears "Let's go outside")
- Says "all gone" in 2 appropriate situations
- Attends to poems or rhymes 1-2 minutes
- Follows 3 different one-step directions without gestures ("Stop the toy", "Clap your hands" or "Go to the kitchen")
- Touches 3 body parts on self when named
- Says 5 different words (may use same word to refer to different objects)
- Can "give me" or "show me" 5 specific objects upon request
- Says own name or nickname on request
- Combines use of words and gestures to make wants known
- Says animal name when animal is present
- Responds to "What's this?" with object name (familiar object)
- Names familiar people or pets
- Names familiar toys
- Asks for common food items by name (milk, cookie, cracker)
- Asks questions by a rising intonation at end of word or phrase
- Answers yes or no questions with affirmative or negative reply
- Points to 3-5 pictures in a book when named

MOTOR

FINE

- Unwraps small objects
- Attempts to build tower
- Scribbles with crayon
- Marks on paper (pencil)
- Holds large crayon with full hand
- Imitates vertical stroke (pencil)
- Turns 2-3 pages
- Turns doorknob using 2 hands

GROSS

- Walks with a pull toy
- Climbs into an adult chair and seats self
- Runs stiffly
- Dances in response to music
- Kicks a ball
- Climbs on playground equipment
- Walks up and down stairs alone
- Climbs up and slides down slide without help

SELF HELP

Personal Hygiene

- Washes hands with soap and water with assistance
- Dries face and hands with adult assistance

Toileting

- Shows interest in wet or soiled pants
- Sits on potty 3 minutes
- Urinates or has bowel movement occasionally when placed on potty

Dressing Skills

- Puts hat on head and takes it off
- Puts head through neck opening, arms through sleeves, legs through pant legs with adult assistance
- Puts shoes on part way
- Takes shoes off when laces are untied
- Pulls off socks
- Unzips zipper
- Takes off coat or sweater when unfastened

Feeding-Eating Skills

- Feeds self with spoon with little spilling
- Holds glass/cup with one hand

SOCIAL/EMOTIONAL

- Prefers certain people to others
- Plays with other children
- Becomes upset when mother leaves
- Picks up and puts away toys on request
- Likes and responds to music
- Independent movement about environment causing little concern
- Helps with simple household tasks
- Asks for personal attention
- Plays alone if near adults
- Attends to picture book when shown by adult
- Shows/offers toys to others to interact with them
- Parallel play predominates
- Temper tantrums are common

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AGE LEVEL 2 - 3

Turns page of book one at a time
Completes three piece formboard
Builds a tower with 5-6 blocks
Imitates circular motion with crayon
Draws a horizontal line in imitation
Imitates V stroke on paper
Stacks five rings on a peg in order
Strings four large beads
Names four common pictures
Repeats two numbers

Repeats a series of two digits or words in same order
Touches and names own simple limb parts: arm, leg, elbow, knee
Uses word for bathroom need
Says animal name when shown picture of animal
Names items of clothing
Shows understanding of personal pronouns by responding to directions ("Give it to her.")
Combines two words to express request ("drink water")
Tells own current activity (eat cookie, go potty)
Answers "where" question with prepositional phrase (in the cup, under the table)
Names environmental sounds when familiar with source (car, lawn sprinkler)
Combines 2 words to express possession (daddy car)
Gives more than one object when asked using plural form (blocks)
Touches and names 10 objects or places outdoors
Tells age (verbally or holds up fingers)
Carries out a two-part simple request ("Pick up your blocks and put them in the toy box.")
Uses "ing" verb form (running)
Uses regular plural forms (book/books)
Asks questions "What's ___ doing?" or "Where?"
Controls voice volume (whispers or uses loud voice)
Matches and names familiar musical toys and instruments by their sounds (bells, drum)
Uses "is" in statements (this is a ball")
Uses "I, me, mine" rather than own name
Touches object that "is not ___" (is not a ball)
Uses "can" or "will" occasionally
Answers "who" questions with name (Who is your sister?" "Megan")
Combines noun and verb in two word phrases
Touches and names own complex limb parts: wrist, thigh, forearm, upper arm, shoulder

FINE

Places peg in pegboard
Threads 3 large beads
Unscrews and screws 3 inch lid
Builds 6 block tower
Completes 3 piece formboard
Uses finger grasp
Scribbles and seldom goes off page
Copies horizontal line, circle and vertical line
Cuts paper
Pastes using pointer finger
Pounds, squeezes, pulls apart clay
Turns pages individually

Touches and names own complex limb parts: wrist, thigh, forearm, upper arm, shoulder
Uses possessive form of nouns (daddy's)
Uses articles "the" and "a" in speech
Touches and names own body planes: top of head, bottom of foot, sides, front and back of body
Uses some class names (toy, animal, food)
Combines noun or verb with "there" "here" in 2 word utterance (chair here)
Uses "no" or "not" in speech
Refers to self by own name in speech
Points to picture of common object described by its use

GROSS

Stands on tiptoes
Bends at waist to pick up object
Walks backward 3 steps
Walks alone downstairs holding rail
Runs well without falling
Jumps off floor with both feet
Bounces and catches ball with both hands
Throws a ball

Personal Hygiene

Dries hands and face without assistance
Brushes teeth in imitation
Wipes nose when requested to do so

Toileting

Uses word or gesture indicating need to go to bathroom even if it is too late to avoid accidents
Sits on potty five minutes without assistance
Stays dry during nap

Dressing

Puts on socks and shoes - maybe wrong feet
Unties shoes, removes shoes and socks
Takes off pants when unfastened
Takes off shirt/dress when unbottoned
Unzips front zipper
Puts on coat unassisted
Hangs coat/sweater on low hook.

Feeding - Eating

Uses spoon to scoop food
Holds spoon/fork in fingers
Uses napkin
Pours liquid from pitcher to glass
Stirs liquid with spoon

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Initiates own play activities
Participates appropriately in water play
Does not share or understand sharing own possessions
Strives for independence
Helps put things away
Plays simple group games as "Ring Around the Rosy"
Participates in make-believe
Observes other children at play and joins in for a few minutes
Answers question "Are you a boy girl?" correctly

AGE LEVEL 3 - 4

COGNITION

Builds tower of ten blocks
Builds with blocks in detail, in imitation
Adds one part of incomplete man
Identifies big and little
Completes six piece puzzle
Draws a square in imitation
Matches three primary colors
Identifies primary colors
Counts to five in imitation
Identifies ten body parts
Identifies boy and girl
Identifies heavy and light
Recognizes stories
Finger plays/words and actions
Repeats 3-4 numbers
Names or points to three shapes
Names action pictures

SPEECH AND LANGUAGE

Uses relative pronouns: that, this, these, those
Tells familiar animal name after hearing real or taped animal sound
Uses some adverbs (fast, now, too)
Describes items as open or closed ("door is open" or "window is closed")
Uses some irregular past tense forms consistently (went, did, was)
Says "is" at beginning of questions when appropriate
Attends to stories or poems for 5 minutes
Carries out series of 2 unrelated directions
Tells full name when requested
Uses personal pronouns: he, she, it, they, you
Answers simple "how" questions
Repeats a series of 3 digits or words in same order
Uses 3 descriptive words appropriately when presented with objects (pretty, sticky, bumpy)
Uses regular past tense forms (jumped)
Touches and names body parts and planes on doll and others
Indicates understanding of simple directions or conversation despite background noise
Tells about immediate experiences
Names common objects described by use ("with what do you brush your teeth?")
Expresses future occurrences with "going to", "have to" and "will"
Tells how common objects are used (comb, spoon)
Uses 3 common irregular plurals (men, feet, children)
Uses complete sentences
Tells two events in order of occurrence

MOTOR

FINE

Folds paper
Strings 10 beads
Winds up toy
Sorts dissimilar objects
Draws "O" and "+"
Traces 5 inch square over sample
Traces 5 inch triangle
Cuts following line
Makes rolled ropes, round cakes, and balls out of clay

GROSS

Stands on either foot momentarily
Walks on tiptoes
Runs smoothly, turning sharp corners and making sudden stops with ease
Does a forward somersault
Hops on one foot
Catches a bounced ball with arms and body
Jumps from steps with feet together
Walks up and down stairs alone, one foot to a step with hand held

SELF HELP

Personal Hygiene

Wipes nose when requested to do so
Blows nose without assistance
Washes arms and legs while being bathed

Toileting

Goes to toilet alone
Knows difference between urination and bowel movement and communicates needs
Flushes after toileting

Dressing

Takes off pullover garments
Puts on shirt, dress, and/or coat
Unbuckles shoes and/or belt
Puts shoes/boots on correct feet
Puts on pants

Feeding

Feeds self entire meal using spoon and fork
Uses knife for spreading

SOCIAL/EMOTIONAL

Begins to take turns
Begins to share
Begins to settle quarrels verbally
Listens attentively to stories
Asks for favorite stories
Participates in floor play with blocks, boxes
Adjusts to changes in routine
Understands taking turns
Makes effort to keep surroundings tidy
Shows affection for younger siblings/friends
Performs for others with direction
Carries a tray
Helps with adult activities in house and garden
Helps a little with household tasks (dusting, drying dishes)
Exhibits social behavior, such as please, thank you

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AGE LEVEL 4 - 5

COGNITION

- Counts ten objects
- Understands number concepts 1 - 5
- Builds with blocks, complex
- Copies triangle
- Associates activities with night and day
- Weight comparison, less than one pound
- Matches related common objects
- Identifies color with object
- Repeats nursery rhymes
- Retells stories
- Sings simple songs
- Adds three parts to incomplete man
- Draws a man
- Identifies long and short
- Places object on direction

SPEECH AND LANGUAGE

- Uses "not" to show error ("This is not a pencil, it is a pen.")
- Tells function of body parts
- Speaks in well structured 4, 5, and 6 word sentences ("Daddy drove the car to town.")
- Carries out a series of 3 directions in correct sequence
- Uses possessive pronouns: his, hers, their, its, yours
- Finds a pair of objects or pictures on request (Child understands "pair)
- Uses "could" and "would" in speech
- Tells daily experiences
- Uses compound sentences ("I hit the ball and it went in the road.")
- Uses contractions (can't, don't, won't)
- Uses words sister, brother, grandmother, grandfather
- Tells final word in opposite analogies ("Summer is hot, winter is _____.")
- Tells familiar stories without pictures for cues
- Tells if 2 words sound the same or not the same (car-car, car--cat)
- Tells whether or not 2 words rhyme
- Tells simple jokes ("knock-knock...")

MOTOR

FINE

- Cuts out simple picture
- Holds pencil like adult
- Copies 3 inch square
- Colores within circle
- Pours from various containers
- Builds structure from various sizes and shapes
- Imitates 4 peg pattern
- Folds paper into halves and quarters
- Traces around hand
- Places beans in bottle

GROSS

- Stands on either foot - 5 seconds
- Walks downstairs - alternating feet - holding rail
- Walks up or down stairs carrying object without holding rail
- Skips on one foot
- Catches a thrown ball with arms and body
- Movement of separate body parts to music
- Rides and steers wagon with one foot

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SELF HELP

Personal Hygiene

- Brushes teeth when given verbal instructions
- Combs or brushes hair
- Puts toothpaste on toothbrush and brushes teeth without assistance
- Bathes self except for back, neck and ears
- Dries self with assistance
- Hangs up towel and washcloth

Toileting

- Wakes from sleep to use toilet or stays dry all night
- Wipes self after toileting (may need assistance).
- Uses toilet independently

Dressing

- Buttons and unbottons large buttons
- Knows front and back of clothing
- Dresses with some assistance for fasteners
- Dresses unsupervised
- Places dirty clothes in hamper
- Puts on gloves or mittens

Feeding

- Uses correct utensils for food
- Cleans up spills
- Uses knife for cutting
- Serves self at table with some assistance

SOCIAL/EMOTIONAL

- Associative group play takes place of parallel play
- Participates in imagnative play
- Goes on errands outside home
- Exhibits pride in things made
- Becomes aggressive with playmates/bosses, critizes
- Understands sharing, but may not want to
- Asks for help when having difficulty
- Shows concern and sympathy
- Demonstrates ability to handle frustration

COGNITION	SPEECH AND LANGUAGE	MOTOR		SELF HELP	SOCIAL/EMOTIONAL
		FINE	GROSS		
Names penny, nickel and dime Makes a purchase to show understanding of use of money Finds symbol that is different in a line of print or braille Names 10 colors Places object across from, next to and beside self and other objects on request Matches print or braille numeral with same quantity of objects (1-10) Names shapes: oval, rectangle and diamond Touches and names left and right on own body Locates long and short printed or raised lines Touches named numerals in print or braille () other numerals present) Places object behind, in front of, to the side of, to the left and right of self and other objects Touches named letters in print or braille () other letters present) Names bitter, salty, sweet and sour tastes Tells number of objects in a given set (1-3) by touch or sight, without counting Names position of objects first, second, third Tells color of common objects when objects are not present (grass is green) Arranges objects in sequence of width or length Names numerals 1 to 10 in print or braille Names lower case print or braille letters of alphabet Tells if 2 words have same initial consonant sound Locates top, bottom, front side, back side, left side, right side and corners of a page or book Names items in left to right and top to bottom sequence Makes symbols on worksheet left to right and top to bottom of page Tells how many objects in a set (1-20) after counting objects Finds beginning, end, and middle of a line of print	Uses complex sentences ("He wants me to come in because _____.") Tells address (includes street and number, city, state, and zipcode Tells telephone number Uses quantitative words (many, few, some, most, least) Tells absurdities in 3 large, clear pictures (flying boat, 3-sleeved shirt, giraffe head on elephant) Answers "why" questions with an explanation Retells 3-5 part sequence story Names days of week in order Describes objects in terms that are sensorily accurate ("plate is round and flat," "snow is wet and cold"--(not color for totally blind child) Tells opposites (hot-cold, tall-short, empty-full) Answers question "what happens if...?" (water is put in the freezer"..."snow is brought indoors") Tells month and day of birthday Uses morning, afternoon and night appropriately Asks meaning of new or unfamiliar words Correctly answers 3 questions about short story Tells an original story lasting 1-2 minutes Gives 1 rhyming word for 3 different stated words (cat, dog, run) Follows 3 simple directions with paper/pencil or brailler Uses today, yesterday, last night and tomorrow appropri.. appropriately Changes word order appropriately to ask questions (can I, does he) Answers "how far;" "how often," and "how long" questions Can find top and bottom of items on request Tells whether a sound is loud or soft Describes location or movement through, away from, toward, over Defines words Asks meaning of new or unfamiliar words	Reproduces pegboard design (circle, square, rectange, triangle) Pastes pictures on paper without loverlap Uses crayons appropriately Paints picture with 1 detail Makes clay objects with 2 small parts Draws triangle Folds paper diagonally and creases it Sews through hole in sewing card Completes 6-15 piece puzzle Draws a recognizable person	Stands on either foot for 10 seconds Walks backwards Skips alternating feet Jumps rope Takes two or more steps and kicks ball Catches thrown ball with both hands Keeping time with simple tunes with hand instruments Rides small bike with training wheels	**Personal Hygiene** Adjusts water temperature in sink Prepares bath and bathes independently **Toileting** Male uses urinal Finds correct toilet in public place **Dressing** Laces and ties shoes Selects appropriate clothing Hangs clothing on hanger Puts away folded clothes Places left shoe and right shoe on correct foot **Feeding** Prepares simple foods (cereal, sandwich) Sets and clears table on request Picks up, carries, sits down cafeteria tray	Performs simple errands Understands need for rules and fair play Respects property Plays well with groups of children Chooses own friends Plays simple table games Goes to school unattended Plans and builds constructively Explores neighborhood Relates clock time to daily schedule Conforms to adult ideas Asks for permission and instruction

BEST COPY AVAILABLE

Finds beginning of second line of print or braille
Reads 4 simple words or whole braille signs
Names printed capital letters of alphabet or braille capital sign and braille letters of alphabet
Pairs capital and lower case print or braille letters
Names objects beginning with given consonant sound
Names numerals (11-20) in print or braille
Predicts what happens next ("After I am dressed, I will go to school.")
Tells time in hours using print or braille clock
Points to or touches half and whole objects
Tells activities associated with seasons
Puts print or braille numerals (1-20) in proper sequence
Matches print or braille numeral with same quantity of objects (11-20)
Tells what number comes before or after (1-20)
Says sounds of selected letters when presented with print or braille letters
Tells which objects are bigger or smaller when the objects are not present
Tells nature of object by describing it: breakable-non-breakable; living - non-living; movable - non-movable
Traces with crayon or finger simple print or raised line maze
Adds and subtracts combinations to three using objects
Measures using simple tools (ruler, cups and spoons)
Gives two alternatives as solutions to problems
Counts to 100 (rote memory)
Sight reads 10 large, clearly printed survival words (exit, boys, girls)
Plans and builds using simple tools (levers and pulleys)
Asks questions demonstrating curiosity about physical environment ("Why does it rain?")
Describes where things come from and/or the process they go through (milk, wool, eggs)
Touches and names left and right on others
Names walls of familiar room by direction (wall with windows is east wall)

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PRE-ACADEMIC

The activities listed in the pre-academic skill area are readiness skills which are necessary for successful mainstreaming of the young handicapped child. The child with deficits in the cognitive and language areas may not be ready for the activities listed in the pre-academic area. The early childhood teacher must make decisions regarding each individual child's ability to perform these tasks. These skills are not necessarily in sequential order of development and may not be appropriate for <u>all</u> children in the early childhood classroom.

<u>Readiness Skills</u>

1. Matches shapes/objects/pictures/colors.
2. Points to shapes/objects/pictures/colors.
3. Names shapes/objects/pictures/colors.
4. Demonstrates understanding of quantitative concepts:

   little/big, short/long, tall/short, slow/fast, few/many, empty/full, less/more
5. Demonstrates directional/positional concepts:

   up/down, over/under, out/in, far/near, bottom/top, go/stop, low/high, off/on
6. Sorting by color, size, shape.
7. Grasps pencil correctly.
8. Colores within lines.
9. Traces numbers and letters.
10. Copies first name.
11. Matches, points to and names numerals and letters.
12. Gains information from books about real things.
13. Tries to read books from memory.
14. Is interested in different kinds of stories.
15. Attempts to read by looking at picture.
16. Indicates awareness of left and right and can sequence pictures from left to right.
17. Rote counts to 20.
18. Recites alphabet.

SELECTING A CURRICULUM

To help you select a curriculum for your program, the following outline of criteria and questions to ask is provided. Questions in this outline are briefly elaborated on the following pages. Keep in mind that no curriculum is absolutely perfect. Select the one which meets your needs to the greatest extent possible and be prepared to make necessary changes.

DOES CURRICULUM MATCH

<u>your</u> PROGRAM GOALS and

needs of <u>your</u> CHILDREN?

IS THERE A MATCH BETWEEN CURRICULUM

Goals and Objectives?

Activities and Assessment?

ACTIVITIES

Are instructional activities appropriate?

-matched to objectives

-include small-step, workable actitities

-include techniques for getting and holding attention

-allow for generalization of skills

-easy to use

ASSESSMENT

Are provisions for assessment included?

-entry level, pre-test

-on-going assessment, monitoring, and recording

-post-test, evaluation of progress

1. DOES THE CURRICULUM MATCH <u>your</u> Program Goals and the needs of <u>your</u> children?

.Are the curriculum goals complementary to the goals of your program?

For example, if one of the program's major goals is the facilitation of parent-child interaction, does the curriculum focus on parents? How?

.Does the curriculum focus on the areas and skills most critical for your children?

For example, if the children are deaf or language-delayed, then it is important to select a curriculum that carefully addresses communication needs and language development.

.Is the curriculum based on a theory of development and learning? Is this theory compatible with the approach of your program and staff?

For example, those who prefer a strict behavior modification approach and the teaching of functional skills will not be comfortable with a curriculum based on developmental theory and a unit approach to general learning.

2. IS THERE A MATCH BETWEEN CURRICULUM . .

GOALS AND OBJECTIVES?

.Are objectives designed and sequenced to accomplish terminal goals of the program?

This is an important question to consider in assessing child progress and program validity. .

.Can the goals and objectives be assessed?

The curriculum should provide a way to determine entry and exit levels so that instruction can be individualized and child progress measured.

ACTIVITIES AND ASSESSMENT

.Have the curriculum activities been tested on the population for which they were designed?

For example, if the curriculum is designed for blind children, has its success been documented with this population? Empirical evidence of curriculum validity and reliability are critical if staff are to be accountable for implementing appropriate educational plans and instruction.

3. ARE INSTRUCTIONAL ACTIVITIES APPROPRIATE?

.Are the activities matched to the objectives?

If child progress is to be measured by meeting objectives, then the activities should be clearly related.

.Are the activities broken down into small-step, workable items?

If the young children are severely handicapped, a finely sliced curriculum with several activities and adaptations for each objective might be needed. If the children are mildly delayed, fewer items may be necessary. A program which serves children with several types of delays (e.g., deaf, blind, communication-delayed) may require more than one curriculum to develop individualized programs.

.Are the activities developmentally relevant and logically sequenced?

A current emphasis in designing materials for handicapped children is the inclusion of only those items which are functional (skills that enable a child to perform in the environment). Functional skills should also be taught in a sequence which helps the child use previous skills and develop independence.

.Are techniques for capturing and holding attention included?

Activities should be interesting and enjoyable for both the child and the adult. Techniques are likely to include methods for reinforcing attention and responses, with a gradual fading of reinforcement as the child acquires the skill.

.Does the curriculum address how learning is to be transferred or generalized?

Recent research suggests that skills be taught by or with at least three different persons, in three natural settings, in response to three different sets of instructional materials and to at least three different appropriate language cues.

.Are the activities easy to use?

Necessary materials should be provided or easy to obtain. Written instructions should be easy to follow, without educational jargon.

4. ARE PROVISIONS FOR ASSESSMENT INCLUDED?

Assessment should match the objectives and goals of the curriculum.

.Is an entry-level or pre-test provided?

It is very important to know how to decide where to start instruction that matches the child's ability to learn. In addition to providing this information, the entry level or pre-test should provide a means of comparing the child's progress over time.

.Is on-going assessment included? Procedures for monitoring and recording child-progress?

There should be a means of periodically assessing what the child has learned. A procedure for recording this information should be included.

.Is there a post-test or provision for final evaluation of progress included?

It is critical to be able to evaluate the extent to which a child has progressed. This information should be clearly documented for the benefit of the child and parent. It is also important information to have available in case it becomes necessary to support the need for the program.

COMMERCIAL CURRICULUMS

On the following pages descriptions of commercial curriculum are provided. The majority of these descriptions are reproduced from an unpublished draft report titled "Early Childhood Curriculum" which was prepared by the Curriculum Committee of the Early Childhood Education for the Handicapped (ECE-H) regional personnel under the guidance of Joene Grissom, Chief Consultant for Early Childhood Special Education of the Texas Education Agency (TEA). Members of the committee were ECE-H consultants: Debbie Louder, Region I; Louise Scanlon, Region XX and Margie Sanford, Region XIII. Annotation for some of the items were reproduced from "Annotations of Early Childhood Assessment Instruments", ECE-H, TEA.

Suggestions for Use:

1. Commercially available curriculums are listed and described in alphabetical order. Read through the descriptions to identify those which may meet your needs.
2. A matrix format follows the descriptions. This will help you in comparing the various curriculums.
3. When determining your curriculum needs keep in mind that you will need certain essential components in a curriculum management system:

    Written goals and objectives

    Sequenced skills with correlated activities and materials

    Provisions for assessment:

        entry performance

        on-going assessment and monitoring process

        post assessment or evaluation

4. These curricula are presented as choices available to you for educating young handicapped children. Some may or may not have all the essential components necessary for your program. You may want to choose one basic program and parts of others to supplement your activities.

5. Examine a copy of the total curriculum or parts of it whenever possible.

6. In order to review a curriculum, check with;

   Local Educational Service Center. Talk to the Early Childhood Education for the Handicapped Consultant to find out what is available, whether others are using the particular curriculum and the results of their experiences with it.

   Local universities or colleges. Talk to the person responsible for teaching courses in Early Childhood Special Education. Find out which curriculums are available in the library.

   Publishers or representatives. Some companies will provide a full copy for review; others will provide sample portions. Some companies may provide a consultant to demonstrate the materials or loan them to you for a limited time.

ECE-H CURRICULA ALPHABETICAL LISTING

Behavioral Development Profile

Birth to Three Developmental Scale and Book

Boehm Resource Guide for Basic Concept Teaching

Curriculum and Monitoring Systems - CAMS

Caroline Developmental Profile

Comprehansive Language Program

First Chance-Arizona Model For Early Childhood

Guide

Hawaii Early Learning Profile

Koontz Child Developmental Program

Learning Staircase

Pennsylvania Training Model Ed. Planning System

PASES - Performance of Assessment of Syntax

Portage Guide to Early Education

System FORE

Project Memphis

RADEA Program

Santa Clara Inventory of Developmental Tasks

Teaching Research Motor Development Scale for Moderately and Severely Retarded

Additions:

Guide: (Formerly Vision Up)

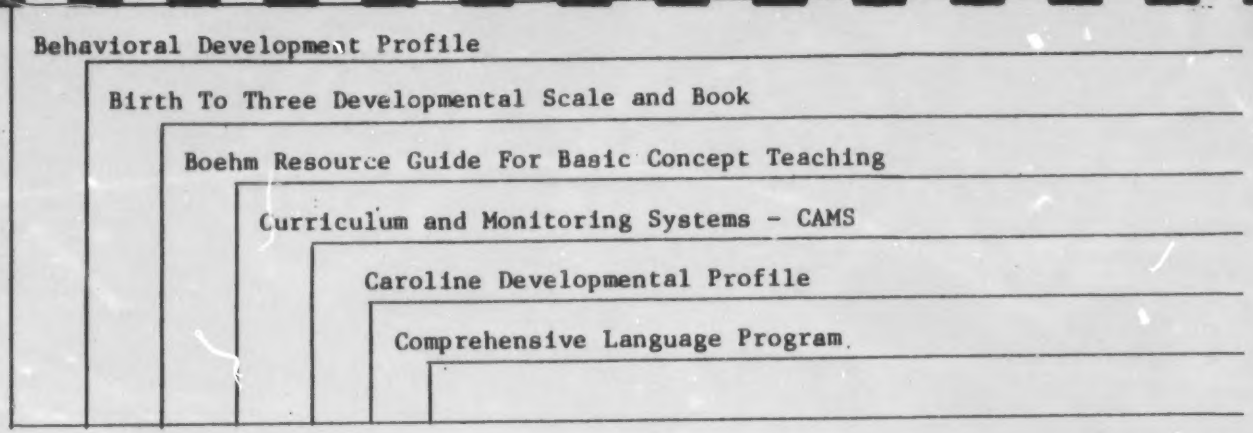
Curriculum Guide: Hearing Impaired Children Birth to Three Years

Developmental Program for Training of the Pre-School Child

Las Palomitas Pre-School for the Handicapped Guide

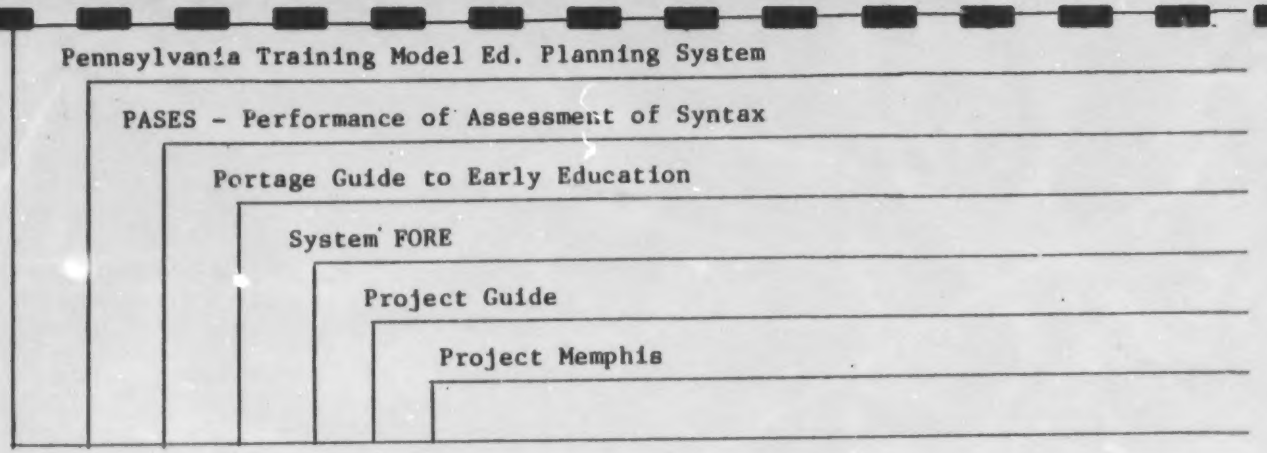
Oregon Project for Visually Impaired and Blind Pre-School

Small Wonder

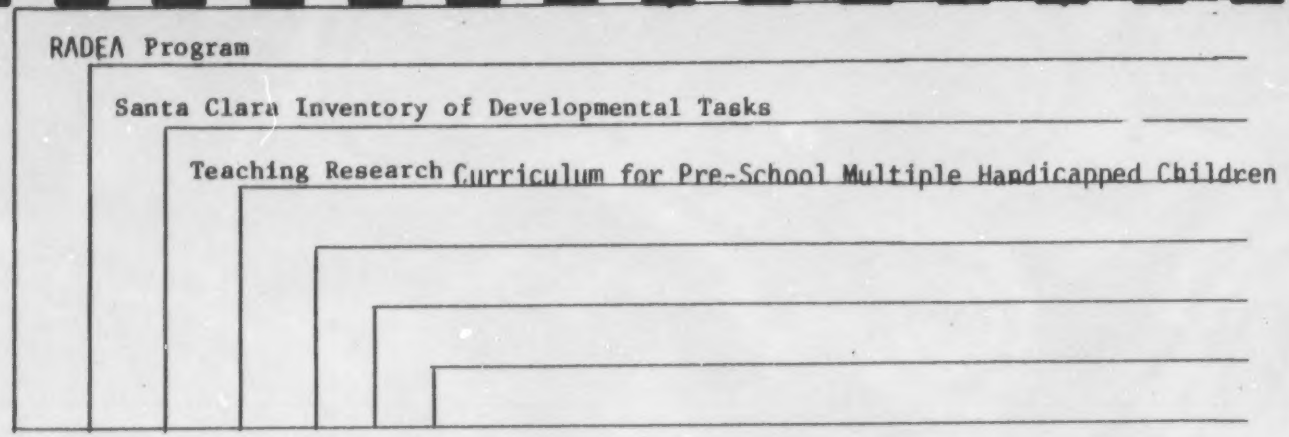

Behavioral Development Profile
Birth To Three Developmental Scale and Book
Boehm Resource Guide For Basic Concept Teaching
Curriculum and Monitoring Systems - CAMS
Caroline Developmental Profile
Comprehensive Language Program

Developmental Age:	0-6	0-3	K-2	0-5	2-5	0-5
CONTENT:						
Cognitive			X			X
Speech & Language	X	X		X	X	
Motor (Fine & Gross)	X	X		X	X	
Self-Help				X		
Social/Emotional	X	X		X		
COMPONENTS:						
Sequence of Skills	X	X	X	X	X	X
Assessment (Pre-Post)	X	X	X	X	X	X
Activities/Correlated Matls.	X	X	X	X	X	X
Record Keeping Devices	X	X		X	X	X

	First Chance - Arizona Model for Early Childhood	Guide-	Hawaii Early Learning Profile	KIDS - Kindling Individual Differences	Koontz Child Developmental Program	Learning Staircase
Developmental Age:	2½-6½	0-10	0-3	0-6	1-48 mths.	36
CONTENT:						
Cognitive	X	X	X	X		X
Speech & Language	X	X	X	X	X	X
Motor (Fine & Gross)	X	X	X	X	X	X
Self-Help	X	X	X	X		
Social/Emotional	X	X	X		X	
COMPONENTS:						
Sequence of Skills	X	X	X	X	X	X
Assessment (Pre-Post)	X	X	X	X	X	X
Activities/Correlated Matls.	X	X	X	X	X	X
Record Keeping Devices	X	X	X	X		X


Pennsylvania Training Model Ed. Planning System
PASES - Performance of Assessment of Syntax
Portage Guide to Early Education
System FORE
Project Guide
Project Memphis

	Developmental Age:	0-1	3-7	0-6	0-18	0-10	0-5
	CONTENT:						
	Cognitive	X		X	X	X	X
	Speech & Language	X	X	X	X		X
	Motor (Fine & Gross)	X		X			X
	Self-Help			X			
	Social/Emotional	X		X			X
	COMPONENTS:						
	Sequence of Skills	X	X	X	X	X	X
	Assessment (Pre-Post)	X	X	X	X	X	X
	Activities/Correlated Matls.	X	X	X	X	X	X
	Record Keeping Devices	X	X	X	X	X	X


RADEA Program
Santa Clara Inventory of Developmental Tasks
Teaching Research Curriculum for Pre-School Multiple Handicapped Children

Developmental Age:	0-7	3-7	Pre Sch			
CONTENT:						
Cognitive	X	X				
Speech & Language	X	X				
Motor (Fine & Gross)	X	X	X			
Self-Help	X					
Social/Emotional		X				
COMPONENTS:						
Sequence of Skills	X	X	X			
Assessment (Pre-Post)	X	X	X			
Activities/Correlated Matls.	X	X	X			
Record Keeping Devices	X	X	X			

Behavioral Development Profile
c1975

Authors:	M. Donahue, J. Montgomery, A. Keiser, V. Roecker, and L. Smith
Distributor:	Marshalltown Project 507 East Anson Marshalltown, Iowa 50158
Purpose:	Designed to measure the development of handicapped children to facilitate individualized teaching of preschool children within the home setting. The Profile consists of behavioral skills specifically stated and divided into three scales: Communication, Motor, and Social.
Level:	CA 0-6.0
Format:	Profile, score sheet, and Behavioral Prescription Guides.
Scoring:	Criterion-referenced; measures the progress of the child in months.
Prescription:	The Behavioral Prescription Guides list behavioral objectives and the activities to accomplish each objective in sequential steps. There are objectives for each of the skills measured in the Profile.
Special Features:	-
Price:	$3.00

Birth to Three Developmental Scale

Authors:	Tina E. Bangs and Susan Dodson
Publisher:	Teaching Resources Corporation 50 Pond Park Road Hingham, Massachusetts 02043
Purpose:	Designed for the early identification and assessment of developmental delay in four behavioral categories: oral language (includes separate subscales for comprehension and expression), problem solving, social/personal, and motor.
Level:	CA 0-3.11
Format:	Manual, scoring forms (5), summary form (pad of 50)
Scoring:	Criterion-referenced
Prescription:	Birth to Three Developmental Learning and the Handicapped Child is available separately ($11.95). The book is divided into two parts: Part One covers the foundations for instructional programming; Part Two contains a curriculum guide specifying child development behaviors, sample lesson plans, and home training suggestions for each of six 6-month age levels. Adaptations of the curriculum are given for various handicapping conditions.
Special Features:	-
Price:	$21.95

Boehm Test of Basic Concepts
c1971

Author:	Ann E. Boehm
Publisher:	Psychological Corporation 757 Third Avenue New York, New York 10017
Purpose:	Small group or individually administered test designed to measure the basic concepts of space (location, direction, orientation, and dimension), time, and quantity (numbers).
Level:	Kindergarten - Grade 2
Format:	Test booklet, Manual, class record form; two forms (A and B) are available.
Scoring:	Raw scores and percentile comparison of scores by grade (K and Grade 1), beginning or midyear, and socioeconomic status.
Prescription:	The Boehm Resource Guide for Basic Concept Teaching (c1976) is available from The Psychological Corporation and contains programming suggestions; the kit includes: manual, suggested activities, concept cards (65), duplicating masters (91), game cards (35), and a picture book.
Special Features:	Available in a Spanish translation.
Price:	$ .80 Manual, applies to Forms A and B $8.50 Test Booklets (30) Form A or Form B

CAMS: Curriculum and Monitoring System
c1977

Author:	Glendon Casto, ed.
Publisher:	Walker Educational Book Corporation 720 Fifth Avenue New York, New York 10019
Purpose:	Provides both home- and center-based instruction for early intervention of young handicapped children in five areas of curriculum: Receptive Language Program, Expressive Language Program, Motor Program, Self-Help Program, and Social-Emotional Program.
Level:	Developmental Ages 0-5.0
Format:	Training manual (99pp); Slide-tape which introduces the curriculum programs, teaches their use, and explains the scoring system; and the five sequenced curriculum programs.
Scoring:	Criterion-referenced
Prescription:	Sequenced activities are included in each of the five curriculum areas.
Special Features:	Developed by Utah State University for early intervention program for young handicapped children in remote rural areas.
Price:	$98.50

Carolina Developmental Profile: A Criterion Referenced Checklist for Planning of Early Childhood

Authors:	David L. Lillie and Gloria L. Harbin
Publisher:	Kaplan Corporation 600 Jonestown Road P. O. Box 15027 Winston-Salem, North Carolina 27103
Purpose:	The behavioral checklist is designed to assist the teacher in establishing long-range objectives to increase developmental abilities in 6 areas: fine motor, gross motor, visual perception, reasoning, receptive language, and expressive language.
Level:	Developmental ages 2.0-5.0
Format:	Test booklet with instructions
Scoring:	Criterion-referenced
Prescription:	The Carolina Developmental Profile is designed to be used with the Developmental Task Instructional System which is presented in Early Childhood Education: An Individual Approach to Developmental Instruction. Palo Alto: Science Research Associates, 1975.
Special Features:	-
Price:	$.75 Each, 19 copies or less $.60 Each, 20 copies or more

Comprehensive Language Program: CLP
c1980

Developer:	Peoria Association for Retarded Citizens
Publisher:	Scholastic Testing Service, Inc. 480 Meyer Road Bensenville, Illinois 60106
Purpose:	Consists of a screening which determines the student's achievement level in one of eight developmental areas: attending, manipulation of objects, mimicking, matching, identifying, labeling, following directions, and word combinations.
Level:	MA 0-5.0
Format:	Checklist, curriculum (lesson plans), and record sheets
Scoring:	Criterion-referenced; a checklist records the student's entry level achievement.
Prescription:	There are about 300 lesson plans covering the eight areas; they are designed to be used 20 to 30 minutes a day, 5 days a week.
Special Features:	-
Price:	Available fall 1980

Project First Chance

Developer:	Dr. Jeanne McCarthy University of Arizona
Publisher:	Special Education University of Arizona Tucson, Arizona 85721
Purpose:	An assessment developed for instructional purposes and to establish the child's present level of performance in each of the areas: Gross Motor, Fine Motor, Self Care, Communication, Pre-Academics (Thinking, Reading, Math, Writing), Socialization.
Level:	0-6
Format:	A.B.A.C.U.S. Test First Chance Curriculum--Individual and Group Programs for each skill Data Monitoring Guide
Scoring:	Scoring Criteria is list in test. Scores are plotted on a Developmental Profile
Perscription:	Step-by-step individual programs are provided for each skill with cues and criteria for performance
Special Features:	There are lesson plans included for group programs as well as individual programs.
Price:	A.B.A.C.U.S. (test) $5.00 First Chance Curriculum $20.00 Data Monitoring System $5.00

Project GUIDE
c1977

Author:	Adapted by Education Service Center, Region IX
Distributer:	Education Service Center, Region IX 301 Loop 11 Wichita Falls, Texas 76305
Purpose:	A system for individualizing instruction in Language, Reading, and Mathematics. It consists of sequences, informal assessment, and instructional materials correlated to each objective in the sequence. The 11 skill areas are Language-Phonology, Morphology, Syntax, Semantics, Reading-Visual Skills, Decoding, Comprehension, Study Skills, Mathematics-Geometry/ Measurement, Number/Numerals, Operations/Applications.
Level:	Developmental ages Birth-10.0
Format:	Laminated, three-holed punched materials in a filebox (could be inserted into notebooks); contains sequences, assessment, correlated materials and record keeping forms (individual and group).
Scoring:	Criterion referenced assessment for entry into the program.
Prescription:	Each objective is correlated to instructional materials.
Special Features:	Facilitates grouping of students. Forms allow for additional materials to be encoded. Project GUIDE is an adaptation of System FORE.
Price:	$150.00 Kit

Hawaii Early Learning Profile (HELP)

Developer:	School of Public Health, University of Hawaii
Publisher:	VORT Corporation P. O. Box 11552 D Palo Alto, California 94306
Purpose:	Provides a method of assessment and a means of tracking child growth and development. Six developmental areas are included: Cognitive, Expressive Language, Gross Motor, Fine Motor, Social-Emotional, and Self Help.
Level:	CA 0-3.0
Format:	HELP has two components: the Charts and the Activity Guide. The Charts (11" x 28") cover the six developmental areas and 650 sequenced skills with age references. The Guide offers activities for teaching each of the skills. It also includes a bibliography, glossary, and a reference list to commercial materials. The Charts and Activity Guide include the instructions for assessment, record keeping, setting objectives, and programming.
Scoring:	Criterion-referenced
Prescription:	Activities within the HELP Activity Guide are correlated to each skill.
Special Features:	-
Price:	$ 3.49 Each set of Charts (set of 3) $24.95 10 Sets $14.95 Activity Guide

Koontz Child Developmental Program: Training Activities for the First 48 Months
c1974

Author:	C. Koontz
Publisher:	Western Psychological Services 12031 Wilshire Boulevard Los Angeles, California 90025
Purpose:	Assesses the functioning level in gross motor, fine motor, social, and language skills. Items are arranged by age levels in 22 increments with a total of 550 performance items.
Level:	1 - 48 Months
Format:	Kit and record cards
Scoring:	Criterion-referenced
Prescription:	Training activities, included for each performance item, are suggested.
Special Features:	-
Price:	$12.00 Kit

Learning Staircase
c1976

Authors:	Lila Coughran and Marilyn Goff
Publisher:	Teaching Resources Corporation 50 Pond Park Road Hingham, Massachusetts 02043
Purpose:	A comprehensive program to evaluate young children and to provide a complete program specifically designed to enhance the development of vital classroom skills. The curriculum is composed of 20 criterion-referenced modules: Adjectives, Auditory Memory, Auditory Perception, Body Image, Classification, Colors, Fine Motor, Gross Motor, Number Concepts, Preverbal, Reading Readiness, Same and Different, Sequence, Spatial Relationships, Time, Toilet Training, Verbal Comprehension, Verbal Expression, Visual Memory, and Vocabulary. The program includes a teacher-administered assessment inventory designed to identify and lead to the management of individual learning strengths and weaknesses of students.
Level:	Developmental ages 3.0-6.0
Format:	Kit contains Teacher's Guide, Task Cards (568), Assessment Inventory System (20), Parental Report Forms (20), Grid Pad for Record Keeping.
Scoring:	Criterion referenced evaluation system allows for entry into the program and continuous monitoring of child's progress.
Prescription:	The assessment is correlated to the Task Cards in the Learning Staircase modules. Each module is composed of a specific set of learning objectives, detailed administration instructions, a list of required materials, and the criteria needed for performance assessment.
Special Features:	Parent Report Form facilitates parental involvement and aids communication. Two appendices contain the complete scope and sequence of the total program and a listing of commercially available materials which could be used with each moduie. A bibliography of professional resources is included.
Price:	$99.95

Pennsylvania Training Model Educational Planning System, Revised Education
c1979

Developer: Pennsylvania Department of Education
Ellen Somerton-Fair and Keith D. Turner

Publisher: Project CONNECT ATTN: PTM Materials
236 Union Deposit Mall
Harrisburg, Pennsylvania 17111

Purpose: Provides school personnel with a process approach to determine how a given student's progress approximates a normal developmental model.

Level: No age range, but the skills taught are those that normal children may acquire by age one.

Format: Booklet containing seven sections:

Curriculum Assessment Guide: Includes screening in these major areas - sensory, motor, self-care, communication, cognition, and social.

Developmental Taxonomies: Includes specific assessment within each major area.

Skill Observation Strategies: Listed are detailed task analysis of skills; assists in writing behavioral objectives.

Individual Prescriptive Planning Sheet: Provides an analysis of the educational program within a selected curriculum area. The components of the chart are antecedents, behavior, consequences, criteria, and comments.

Continuous Data Charts: Assists in the designing of a method for collecting data.

Group Profile Sheets/Modified Curriculum Assessment Guides: Illustrates profile bands which compare range of functioning of the spastic SPH and genetic students and also compares athetoid and exogenous students.

The Curriculum Assessment Guide by Ellen M. Kissinger matches activities to the assessment.

Annotated Bibliography: Included are Assessment Systems, Program Development, Motor Development, Self-Care Skill Development, Sensory-Perception-Cognition, Communication Development, Parent Training, and Materials and Equipment.

Pennsylvania Training Model Educational Planning System, Revised Edition, continued

Scoring:	Criterion-referenced
Prescription:	Activities are included within the booklet.
Special Features:	Originally developed to meet the educational requirements of the severely/profoundly handicapped.
Price:	Write to publisher for information.

Performance Assessment of Syntax: Elicited and Spontaneous (PASES)
c1980

Author:	Lila Coughran
Publisher:	Exceptional Resources 7701 Cameron Road Austin, Texas 78752
Purpose:	Assessment of spontaneous and elicited snytax in children. The instrument includes 11 subtests: articles, personal pronouns, possessive pronouns, present progressive verbs, past tense verbs, use of has/have, adjectives, negation, interrogation, conjunctions, and plurality.
Level:	Developmental ages from 3 years to seven years; may be used with retarded and hearing impaired children.
Format:	Kit includes the test book with manual; also included are the necessary stimulus pictures and record sheets.
Scoring:	Criterion-referenced; each subtest is scored separately.
Prescription:	Specifically correlated to the Developmental Syntax Program (Teaching Resources), but may also be used with the Fokes Sentence Builder (Teaching Resources).
Price:	Available in December 1980 Approximate cost $65.00

Portage Guide to Early Education, Revised
c1976

Authors:	Susan M. Bluma, Marsha S. Shearer, Alma H. Frohman, and Jean M. Hilliard
Publisher:	Portage Guide to Early Education The Portage Project Cooperative Educational Service Agency 12 412 East Slifer Street Portage, Wisconsin 53901
Purpose:	A comprehensive program with assessment and programming activities using a developmental approach to teaching. The developmental areas (5) within the program are: Socialization, Language, Self-Help, Cognitive, and Motor.
Level:	Developmental ages Birth-6.0
Format:	The kit has three parts: (1) a checklist of behaviors, (2) a color-coded card file listing possible methods of teaching these behaviors, and (3) a manual of directions for use of the checklist and card file.
Scoring:	Criterion-referenced checklist provides a method of recording existing skills and those learned during intervention.
Prescription:	After completion of the checklist the teacher is directed to the necessary task cards.
Special Features:	Within the card file is an Infant Stimulation section. Originally the Portage Guide was developed for use in home training.
Price:	$32.00

System FORE
c1975

Developer:	Developed by the Los Angeles Unified School District
Publisher:	Wilwel Press 4230 Gray's Gables Road Laramie, Wyoming 82070
Purpose:	A system for individualizing instruction in Language, Reading, and Mathematics. It consists of sequences, informal assessment, and instructional materials correlated to each objective in the sequence. The 11 skill areas are Language-Phonology, Morphology, Syntax, Semantics; Reading-Visual Skills, Decoding, Comprehension, Study Skills; Mathematic-Geometry/Measurement, Number/Numerals, Operations/Applications.
Level:	Developmental ages 0-10.0 (Level 0 - 18), extension (19-32) include objectives through the secondary level.
Format:	Notebooks with the sequences, assessment, correlated materials, and record keeping forms (individual and group).
Scoring:	Criterion-referenced assessment for entry into the program.
Prescription:	Each objective is correlated to instructional materials. Customized material lists are available through the VORT Corporation, Palo Alto, California.
Special Features:	Facilitates grouping of students. Forms allow for additional materials to be encoded.
Price:	$60.00 Complete Kit (skill sequencies, inventories, DSC sheets, and aids to implementation for levels 0-32). $15.00 Instructional Materials List (levels 0-18)

NOTE: System FORE: Spanish Adaptation is available. See Language section of Stage 1 Assessment for description.

Project Memphis
c1974, 1976

Authors:	Alton D. Quick, Thomas L. Little, and A. Ann Campbell
Publisher:	Fearon Publisher 6 Davis Drive Belmont, California 94002
Purpose:	A three-step system providing for developmental-educational evaluation and educational program planning for developmentally delayed children. The process is directed toward five developmental skill areas: personal-social, gross motor, fine motor, language, and perceptuo-cognitive.
Level:	Developmental age 0-5.0
Format:	Three components (see price information) Notebook with 260 developmental tasks in the five developmental skill areas (lesson plans).
Scoring:	Observational checklist
Prescription:	Following each checklist are activities which have been correlated to the assessed objectives.
Special Features:	Other correlated materials are available.
Price:	$ 5.00 Enhancing Developmental Progress in Preschool Exceptional Children $ 5.10 Instruments for Individual Program Planning and Evaluation (3 forms: Diagnostics, Prescriptive, and Evaluatory) $24.95 Lesson Plans for Enhancing Preschool Developmental Progress

Radea Program
c1976

Developer:	Dallas County MH-MR Center
Publisher:	Melton Peninsula, Inc. 1949 Stemmons Freeway, Suite 690 Dallas, Texas 75207
Purpose:	To increase the adaptive behaviors by structuring the rate and direction of change. There are 5 Skill Areas: Visual Perception, Auditory Perception, Perceptual Motor, Oral Language, and Functional Living.
Level:	Developmental ages 0-7.0
Format:	Each of the 5 Skill Areas is divided into 4 levels. The 503 tasks are developmentally sequenced. Contents of the kit include: Teaching Manual-Testing and Remediation, Task Cards (564), Cassette Tapes (3), Picture Cards (29), Radeagraphic Sets (10), Task Trial Sheets (50), Daily Progress Charts (1,000), and Radea Manuscript Pages (280).
Scoring:	Criterion-referenced assessment provides a method of recording existing skills and those learned during intervention.
Prescription:	The assessment directs the teacher to the appropriate task cards within the program.
Special Features:	A sixth section is included, Special Problems, which deals with toilet training, self-stimulatory behaviors, etc. In-service training is available for professional and paraprofessional staff. Additional materials, Support Modules, are available to complement Radea.
Price:	$495.00 Radea Program $ 39.95 Radea Implementation Module $175.00 Radea Support Materials $ 65.00 Radea Teacher Training Program

Santa Clara Inventory of Developmental Tasks
c1977

Developer:	Santa Clara School District, California
Publisher:	Richard L. Zweig Associates, Inc. 20800 Beach Boulevard Huntington Beach, California 92648
Purpose:	A screening device to assess performance on 74 sequential tasks in none areas: Motor Coordination, Visual Motor Performance, Visual Perception, Visual Memory, Auditory Perception, Auditory Memory, Language Development, Conceptual Development, and Social Emotional Development.
Level:	Four levels of difficulty, Pre-School - 7 Level 1: CA 3.0 Level 2: CA 5.0-5.5 Level 3: CA 6.0-6.5 Level 4: CA 7.0
Format:	Observation Guide, Instructional Activities Manual, Spirit Masters (21), Task Cards (47), and Games and Puzzles List.
Scoring:	Scoring criteria is listed in the observation guide; scores are plotted on the Developmental Profile.
Perscription:	Instructional Activities Manual has activities correlated to tasks from the test. Santa Clara Plus Activities Kit (c1977) provides remediation for deficits identified through the Inventory. The program is available from Richard L. Zweig Associates, Inc., for $49.95; the price includes a copy of the Inventory Component.
Special Features:	A Spanish edition, Inventario de Tareas de Desenvolvimineto y Manual de Maestros, is available.
Price:	$44.55 Inventory $49.95 Santa Clara Plus Activities Kit $94.50 Complete Inventory and Activities Kit

Teaching Research Curriculum
For Preschool Multiple Handicapped

Authors: Teaching Research Infant and Child Center

Publisher: Charles C. Thomas, Springfield, IL

Purpose: This curriculum was compiled by the staff of Teaching Research to meet the requirements of the Teaching Research Preschool for the Multiple Handicapped.

The curriculum consists of behavioral objectives initially developed as parts of individual task sequences. These sequences are further broken down into phases and steps.

The curriculum includes behavioral objectives in these areas: Self Help Skills, Motor Development Skills, Language Skills, Cognitive Skills.

Level: Developmental ages 0-6

Format: The curriculum has skills task analyzed into areas, skills, and phases. There is a comprehensive data monitoring system which records task objective, materials and setting, cue, correction procedure and criterion level of performance.

Scoring: Teacher scored based upon criterion.

Prescription: Teacher follows steps and phases in a skill sequence, marking the child's progress until he meets criterion.

Price: $40.00

Guide: Early Childhood Integrated Education System (Formerly Vision-Up) 1980

Authors:	Noel B. Croft, Lee W. Robinson
Publisher:	Worldwide Achievements Corp. 886 South Holmes P.O. Box 2034 Idaho Falls, Idaho 83401
Purpose:	A curriculum program for pre-school handicapped children in six major areas: Fine Motor, Intellectual development, Language, Physical development, Self-help skills, and Social Personal Skills
Level:	0 - 6
Format:	In each major area, specific skills are put in sequence in a Behavior Prescription Index. A Guide Profile Chart shows achievement and problems relative to each individual skill.
Scoring:	Phase I - Four Initial Assessment Questionnaries - Parent answers Yes, No, or Not sure Phase II - Specific level of functioning in each category
Prescription:	Assess, Choose an instructional program, Determine long range goals, Instruct, Collect data.
Special Features:	HIVE accountability system
Price:	$69.95

ADDITIONS:

Gu[illegible]: (Formerly Vision Up)

Curriculum Guide: Hearing Impaired Children Birth to Three Years

Developmental Program for Training of the Pre-School Child

Las Palomitas Pre-School for the Handicapped Guide

Oregon Project for Visually Impaired and Blind Pre-School

Small Wonder

Developmental Age:	0-6	0-3	3-5	3-5	10-18 mo.	18-36 mo
CONTENT:						
Cognitive	X	X		X		
Speech & Language	X	X	X	X	X	
Motor (Fine & Gross)	X	X	X	X	X	
Self-Help	X		X	X		
Social/Emotional	X	X	X	X	X	
COMPONENTS:						
Sequence of Skills	X	X		X		
Assessment (Pre-Post)	X	X		X		
Activities/Correlated Matls.	X	X	X	X	X	
Record Keeping Devices	X	X		X		

Curriculum Guide: Hearing Impaired Children
Birth to Three Years and Their Parents
C-1971

Author:	Minneapolis Public Schools, Minnesota, Minnesota State Dept. of Education, St. Paul
Distributor:	Minneapolis Public Schools Minnesota State Dept. of Education St. Paul, Minnesota
Purpose:	Guide for a comprehensive infant program for hearing impaired children and their parents. Areas included are Cognitive, Social and language and desired developmental patterns in neurological development.
Level:	0 - 3
Format:	Individual teaching programs and experience charts.
Scoring:	
Prescription:	Program objectives: Sample phrases to use with the child, sample experiential activities, and suggested daily home activities.
Special Features:	Objectives and principles of the individual teaching program, experience charts and auditory training.
Price	EDRS MF $.65 Hard copy $6.58 (ED-057527)

Developmental Program For
Training of the Pre-School Child
C-1974

Author:	Margaret G. Young
Distributor:	South Carolina State Dept. of Mental Retardation, Ladson, Coaster Center
Purpose:	Developmental Curriculum for potential learning disabled pre-school children. Includes attention, sensory stimulation, reception, problem solving, gross motor, perceptual-motor skills, conceptual skills and social skills.
Level:	3.0 - 5.0
Format:	Skills Achievement Profile
Scoring:	Behavior-oriented evaluation of child's existing skills and guide for developing an intervention program.
Prescription:	Guidelines include lesson objectives, developmental steps, developmental learning experiences, necessary equipment and suggestions for additional activities.
Special Features:	102 activities grouped by appropriate curriculum areas.
Price:	EDRS price MF $.83 Hard Copy $15.29 plus postage (ED117862)

Las Palomitas Pre-School For the
Handicapped Guide
C-1974

Author:	Joe Sievert, Kathleen L. Winkles
Distributor:	New Mexico State Dept. of Education, Santa Fe, Division of Special Ed., New Mexico State University, Las Cruces. Claude C. Dove Learning Center.
Purpose:	A curriculum guide for pre-school children with cerebral palsy, severe speech and language difficulties, T.M.R. and E.M. R. and emotional difficulties in the areas of social, self-help, communications, and psychomotor.
Level:	3.0 - 5.0
Format:	Curriculum Guide - 29 pages.
Scoring:	None
Prescription:	Sample activities correlated to specific objectives and are color coded according to the handicap.
Price:	EDRS Microfish $.76 Hard Copy $1.95 plus postage. (ED107066)

The Oregon Project for Visually Impaired and
Blind Pre-school Children (OR Project)
C-1978

Author:	Donnise Brown and others.
Distributor:	Jackson County Education Service District, 101 N. Grape, Medford, Oregon 97501
Purpose:	Designed for use by teachers working with visually impaired and blind preschool children. 693 skills organized into cognitive, language, self-help, socialization, fine and gross motor.
Level:	0 - 5
Format:	Skills Inventories and teaching activities guide
Scoring:	Behavior oriented evaluation
Prescription:	Contains a manual, skills inventory, and descriptions of teaching activities. 693 skills are sequenced and arranged in age categories. Three to eight activity suggestions for each of the skills are provided for home or classroom.
Price:	$50.00. Additional packages of 5 Skills Inventories - $12.50 per packet.

Small Wonder

Authors:	Merle B. Karnes, Ed.
Distributors:	American Guidance Service Circle Pines, Minnesota 55014
Purpose:	A program of inventive activities and materials for early months for physical, intellectual and emotional growth for normal and developmentally delayed children up to 3 years.
Level:	Small Wonder I - 0 - 18 months Small Wonder II - 18 - 36 months
Format:	Activities, games exercises, songs, puppet plays, picture stories
Prescription:	User's guide includes philosophy, normal stages of infant development and lists developmental skills for each stage.
Special Features:	Section on adapting the program for handicapped infants.
Price:	Small Wonder I - $72.50 Small Wonder II - $72.50

ANNOTATED BIBLIOGRAPHY

Annotated descriptions of materials, books, periodicals, etc. which are relevant for those who work with pre-school handicapped children follow. They may be used as supplements to classroom curricula as many of them focus on specific types of handicapping conditions. There obviously are many more materials available on the subject. Therefore, a reference list follows this section.

If an ED number is supplied in the cost information, the document is available through ERIC. ERIC documents are available from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Documents may generally be ordered either in a printed format, referred to as paper copy (PC) or on microfiche (MF), which is a 4 inch by 6 inch sheet of microfilm containing up to 96 pages of text. In ordering documents from EDRS, specify the desired format (PC or MF) and the ED identifying number. Most universities and some of the large public libraries have ERIC collections. Check with your local resources before ordering from EDRS in Virginia. Note: ECE-H refers to "Early Childhood Education for the Handicapped."

Title: EDUCATORS' CHALLENGE: HEALTHY MOTHERS, HEALTHY BABIES.

Author: Dorothy D. Zeyen

Publisher: Asso. for Supervision and Curriculum Development
225 North Washington St.
Alexandria, VA 22314

Topic: Curriculum Development

Audience: Teachers of Child Development, Parents

Format: Paper back

Date: 1981

Cost: $4.00 - Also available on MF $.91 plus postage (ED 210255)

A framework of concepts in nutrition, environmental factors, genetics, and human growth and development is presented as a background for developing elementary and secondary curricula on responsible childbearing.

Title: CARING FOR INFANTS AND TODDLERS: WHAT WORKS, WHAT DOESN'T

Author: Roger Neugebauer, Robert Lurie

Publisher: Child Care Information Exchange
70 Oakley Rd.,
Belmont, MA 02178

Topic: Childcare

Audience: Child caregivers, Teachers, Parents

Format: Paper back

Date: 1981

Cost: $7.70 - also available on MF $.91 plus postage (ED 212-359)

This publication focuses on the practical aspects of caring for infants and toddlers in day care centers. Issues addressed are: developing an appropriate curriculum, selecting and training caregivers, maintaining effective relations with parents, meeting young children's caretaking needs, and designing the physical environment in an infant day care center. Includes bibl.

Title: CURRICULUM GUIDE, HOME ECONOMICS: CHILD DEVELOPMENT, SEC.SCHOOLS

Author: Trust Territory of Pacific Is. Dept. of Education, Saipan

Publisher: Spons Agency - Office of Voc. and Adult Education (ED), Washington, D. C.

Topic: Curriculum Development
Child Development

Audience: Teachers

Format: Paper back

Date: 1980

Cost: available on MF $.91 PC $8.60 plus postage (ED203101)

A curriculum guide in home economics on child development. Levels cover concepts in child development at three stages: 2-5 years (physical, social emotional, and intellectual development, routine care, sleeping habits, clothing, cleanliness, safety, and nutrition and health), 6-10 years (growth patterns, family relationships, nutritional needs, typical behavior of the older child, and early school years), and conception to age 2 (conception, prenatal care, the newborn baby, and toddlers). Activities appended for each level.

Title: PERSONNEL PREPARATION: TRAINING SPECIALISTS TO WORK WITH YOUNG HEARING IMPAIRED CHILDREN AND THEIR FAMILIES

Author: Sharon McDermott, Ellen Ivy

Publisher: Lexington School for the Deaf
New York, N.Y.

Topic: Teacher Training for Hearing Impaired

Audience: Teachers, Parents

Format: Paper

Date: April 1981

Cost: available on MF $.91 PC $2.00 plus postage (ED208611)

The Parent Infant Resource Systems program at the Lexington School for the Deaf (Jackson Heights, NY) provides intensive coursework and hands on experiences for professionals concerned with the needs of hearing impaired and/or multiple handicapped hearing impaired infants and their families. One of the training activities, a 6 week training module, involves a curriculum of coursework, practicum, and supervised observation on issues related to five content domains (psychosocial, educational, developmental, audiological, and group work areas).

Title: INFANTS: THEIR SOCIAL ENVIRONMENTS.

Author: Bernice Weissbourd, Judith Musick

Publisher: Natl. Asso. for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, D. C. 20009

Topic: Caregiving Environment

Audience: Teachers, Day Caregivers, Parents

Format: Book

Date: Oct. 1981

Cost: $7.00

This book deals with issues surrounding the social and caregiving environments of children's first three years. Issues discussed are: developmental needs, low income children, parent roles, maternal employment and social issues affecting infants.

Title: VISUALLY HANDICAPPED YOUNG CHILDREN: AN EARLY INTERVENTION STUDY

Author: Peggy F. Moseley

Publisher: Lafayette Parish School Board
Lafayette, La.

Topic: Curriculum Development for Visually Handicapped Children

Audience: Teachers, Parents

Format: Paper back

Date: Dec. 1974

Cost: EDRS MF $.83 H.C. $8.69 plus postage

Summarized is the first year of an intervention program for visually handicapped preschool children in Louisiana in which a curriculum guide was developed, implemented and evaluated with 12 children. In developing the curriculum guide, emphasis was placed on items that would best prepare Ss for mainstreaming in public school classrooms at age 6.

Title: PROCEEDINGS OF THE SPECIAL STUDY INSTITUTE FOR TEACHERS OF DEAF-BLIND MULTIHANDICAPPED.

Author: William A. Blea

Publisher: Southwestern Region Deaf-Blind Center,
Sacramento, Calif.

Topic: Delivery of educational services, curriculum development and hearing screening in blind-deaf multihandicapped children

Audience: Teachers

Format: Paper back

Date: June 1972

Cost: EDRS Price MF$.65
H.C.$3.29 (EB122577)

Three presentations described the relation of media implosion to delivery of educational services to deaf-blind multihandicapped children, a curriculum for profoundly retarded children in development centers, and a device for screening hearing in high risk newborns and infants, respectively.

Title: INFANCY AND CAREGIVING

Author: Gonzalez-Mena, Janet Eyer, Diane Widmeyer

Publisher: Mayfield Publishing Company
285 Hamilton Avenue
Palo Alto, CA 94301

Topic: Caregiving for infants

Audience: Child caregivers, parents

Format: Guide

Date: 1980

Cost: $6.95

Designed for caregivers who work with infants in day care centers, family day care centers, family day care programs, Home Start infant programs, and programs for the developmentally disabled, this book provides guidelines for establishing a respectful, responsive, and reciprocal relationship between the caregiver and the infant.

Title: SPECIAL EDUCATION FOR THE EARLY CHILDHOOD YEARS

Author: Janet Learner

Publisher: Prentice-Hall
Englewood Cliffs, N.J.

Topic: Early Childhood - Special Education, current information

Audience: ECE-H Teachers

Format: Book

Date:1981

Cost: $18.95

The primary purpose of this book is to provide practical suggestions and information that "teachers working in this area (early childhood/special education) can use". Throughout the three major sections of the book, The Child, The Curriculum, and the Environment, the authors effectively wed the

most up-to-date information from two major fields of study. Reference sections contain current and pertinent entries. Appendixes include detailed lists of instruments for diagnosing and screening, materials for teaching young handicapped children, model programs, and addresses of publishers of early childhood/special education tests and materials. Teachers will find the Instructional Strategies sections that follow each curricular area discussed (perceptual-motor, cognitive, social-affective) especially valuable for developing ideas to implement programs with young handicapped children.

Title: TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, Vol. 2: No. 1 MANAGING THE PRESCHOOL ENVIRONMENT

Topic: Pre-School Environment

Audience: ECE-H Teachers

Author: Various (See below)

Format: Journal

Publisher: Aspen Systems Corporation
16792 Oakmont Avenue
Gaithersburg, Md. 20877

Date: April 1982

Cost: $12.50, 1 yr. Sub. $38.00

This entire issue deals with managing the pre-school environment. Following are the titles and authors of the articles included in the issue:

So that teachers can teach: assigning roles and responsibilities -Betty Hart

Comparison of preschool environments for handicapped and nonhandicapped children - Donald B. Bailey, Jr., Richard M. Clifford, and Thelma Harms.

Behavioral ecology in classrooms for young, handicapped children - Ann K. Rogers-Warren.

Selecting materials for mainstreamed preschools - Dorene Doerre Ross

Behavioral observation methodologies for early childhood education - James W. Halle and Paul T. Sindelar.

Affective and social development: some ideas from Montessori's prepared environment- Suzanne Lowell Krogh.

Improving services for young, handicapped children through local, interagency collaboration - Nancy S. Nordyke.

Behaviorally based staff performance management - Ronald A. Madle.

Evaluation as an administrative function - Margaret Lay-Dopyera and John E. Dopyera.

Title: TOPICS IN EARLY CHILDHOOD EDUCATION, Vol. 1. No. 1. MAINSTREAMING - A CHALLENGE FOR THE 1980'S

Topic: Mainstreaming the ECE-H Child

Audience: ECE-H Teachers Parents, Reg. Teachers

Author: Various (See below)

Format: Journal

Publisher: Aspen Systems Corporation
16792 Oakmont Avenue
Gaithersburg, Md. 20877

Date: April 1981

Cost: $12.50, 1 yr. Sub. $38.00

This entire issue deals with the challenge of mainstreaming the ECE-H pre-school child. Following are the titles and authors of the articles included in the issue:

Mainstreaming: application of a philosophical perspective in an integrated kindergarten program - Phillip L. Safford and L. Alison Rosen.

Mainstreaming: a mother's perspective - Carol T. Michaelis
Integrating handicapped and typical children during the preschool years: the definition of best educational practice - Lisbeth J. Vincent, Lou Brown, and Majorie Getz-Sheftel
A cautious view of mainstreaming in early education - James W. Tawney
Pinpointing teacher goals to assist in a successful preschool classroom L. Jennifer Ashton-Lilo
Curriculum models for successful mainstreaming - K. Eileen Allen
The efficacy of integrating handicapped children in early education settings: research implications - Michael J. Guralnick
Handicapped preschool children in the mainstream: background, outcomes, and clinical suggestions - Thomas P. Cooke, Joan A. Ruskus, Tony Apolloni, and Charles A. Peck.

Title: YOUNG CHILDREN

Author: Various (See below)

Publisher: Young Children
N.A.E.Y.C.
1834 Connecticut Ave.,N.W.
Washington, D.C. 20009

Topic: Curriculum for ECE-H

Audience: ECE-H Teachers

Format: Journal

Date: November 1979

Cost: Subscription $12.00 yr.
Single copy - $2.00

Three articles in this issue deal with three important topics for consideration in an ECE-H program. They are:
Handwriting In an Early Childhood Curriculum by Linda Leonard Lamme
Nutrition, A Vital Part of the Curriculum by Marilyn Church
Joining the Block and Housekeeping Areas by Cheryl A. Kinsman and Laura E. Berk.

Title: RESOURCES FOR CREATIVE TEACHING IN EARLY CHILDHOOD EDUCATION

Author: Bonnie Mack Flemming
Darlene Softley

Publisher: Harcourt Brace Yovanovich
New York

Topic: Curriculum Ideas

Audience: Teachers, student teachers, paraprofessionals

Format: Book

Date: 1977

Cost: $34.95

This is a must for every ECE-H teacher. It combines a quick reference for basic information about a great many subjects and a practical; scannable format. A section of the book describes games, dramatic play props, music and art accessories, and playground equipment that can be inexpensively made by the teacher. Commercial games, records, and their manufacturers, as well as a concise bibliography, are also included. The book deals with a variety of subjects presented as guides and grouped under the general headings Self-Concept, Families, Family Celebrations, Seasons, Animals, Transportation, and The World I Live In.

Title: GUIDES TO EARLY DAY CARE & TEACHING

Author: William Fowler

Publisher: The Ontario Institute for
Studies in Education
252 Bloor Street West
Toronto, Ontario, Canada M5S 1V6

Topic: Day Care and Teaching

Audience: Day Care Programs
Teachers, Parents

Format: Paper back

Date: 1978

Cost: None quoted

This practical guide to infant-child day care offers suggestions for teaching in three areas: basic care, free play and guided learning. The Basic Care section contains information on dressing, eating, and other routines. The Free Play section discusses arranging materials, fostering creative and conceptual learning, and supervising group play indoors and outdoors. The section on Guided Learning describes methods and materials for teaching children basic concepts through sensory motor play and for sequencing and monitoring the children's progress. This section also offers tabular curriculum guides on body image, transportation, and problem solving skills. Two additional sections discuss making homemade toys and give suggestions for working with parents.

Title: A CURRICULUM GUIDE FOR DEVELOPING COMMUNICATION SKILLS IN THE PRESCHOOL CHILD. PEDIATRIC LANGUAGE INSTITUTES - A TRAINING PROGRAM FOR DAY CARE PERSONNEL

Author: Dianne Booth Sontag

Publishers: University of Tennessee
Department of Audiology and
Speech Pathology, Pediatric
Language Programs
Knoxville, TN 37916

Topic: Curriculum for Speech and language preschool children

Audience: ECE-H Teachers
Day Care personnel

Format: Guide

Date: 1979

Cost: $4.95

The document describes the Pediatric Language Institutes' program to develop speech and language skills to preschool children with language deficits. Initial sections describe the program in terms of assessment of children's skills, the daily schedule, design of classrooms, lesson presentation, incidental teaching, and behavior management. The bulk of the report contains units on the family (self and senses, family members); home (rooms, chores, food); community helpers; and animals (farm and farm animals, pets, zoo and zoo animals). Outlined for activities within each topic are the skill area involved, language emphasis, procedure, and materials. Vocabulary words relating to each topic are also listed. Appended are a pediatric language laboratory progress chart, a hierarchy for teaching basic vocabulary, a hierarchy for teaching colors, a hierarchy for teaching prepositions, a hierarchy for teaching body parts, and a hierarchy for teaching action verbs.

Title: CURRICULUM DEVELOPMENT IN THE MACOMB 0-3 REGIONAL PROJECT. BABY BUGGY PAPER No. 163.

Author: Patricia Hutinger

Publisher: Western Illinois University
Macomb, Illinois

Topic: Curriculum for rural handicapped and high risk 0-3.

Audience: Infant educators

Format: Paper back

Date: June 1978

Cost: EDRS (ED180170) MF $.9[illegible]
PC $2.00 plus postage

The evolution of the curriculum in the Macomb (Illinois) 0-3 Regional Project for rural handicapped and high risk infants and toddlers is described. Assumptions about the child, interaction among child and project adults, and about the conditions necessary for learning are examined. The core curriculum is said to have been developed from biyearly goals so that existing curriculum activities could be cross referenced with evaluation tools used by the project. The numbering system is explained, and a list of visual, auditory, sensory, gross motor, fine motor, cognitive, language, self help, and social behaviors in the core curriculum is appended.

Title: A STEP BY STEP LEARNING GUIDE FOR RETARDED INFANTS AND CHILDREN

Author: Vicki M. Johnson
Roberta A. Werner

Publisher: Syracuse University Press
Syracuse, New York 13210

Topic: Curriculum

Audience: ECE-H teachers

Format: Book

Date: 1975

Cost: $7.95

The curriculum described in this book is developed to meet the educational needs of a diverse population of handicapped children including severely retarded and multiply handicapped children. For each child for whom a curriculum is designed, the determinant of the curriculum content is a list of answers to the question, "What skills does this child need to learn?" The skills identified as target skills for one or more of the children for whom curricula is developed included such behaviors as sitting unsupported, eating with a spoon, speech acquisition, grasping, visual discrimination, walking and learning appropriate social behaviors. The target skills are categorized into the following types of activities: sensory stimulation, social behavior, imitative skills, gross motor development, self-care skills, language skills, fine motor skills, and perceptual abilities. In all 240 such learning tasks are developed. These tasks have been sequentially labeled from Task 1 to Task 240. The tasks have been categorized by the type of activities which they represent, and within each category the tasks have been ordered in sequence by difficulty level. For each task, a specific objective has been stipulated, the task procedure has been described, and the necessary materials (if any) have been listed.

Title: INFANT EDUCATION. A GUIDE FOR HELPING HANDICAPPED CHILDREN IN THE FIRST THREE YEARS

Author: Bettye M. Caldwell
Donald J. Stedman

Publishers: Walker and Co.
720 Fifth Avenue
New York, N.Y. 10019

Topic: First Chance Network Conference on Programs for Infant Education

Audience: Infant Educators

Format: Book

Date: 1977

Cost: $7.95

This book examines some of the remarkable work that has been done with infants in this country in the past few years. In 1975, several recognized infant educators were asked to write papers on their work (which in some cases spanned more that two-and-one-half decades) with handicapped children under three. These papers, which were presented to a conference of infant educators from the First Chance Network (San Antonio), addressed the practical problems encountered in administering programs for infants. The nine chapters of this book are the end result of the San Antonio presentations. Chapter 1 contains a discussion of the present state of our knowledge about the effects, both positive and negative, of existing programs for infants. Chapters 2 and 3 include information on certain screening and assessment procedures which have been successfully used with children between the ages of zero and three. Chapters 4 through 8 are essentially case studies of highly successful, well known infant programs. Chapter 9 is an examination of the issues involved in evaluating the effectiveness of programs for preschool handicapped children.

Title: CHILDREN WITH SPECIAL NEEDS: EARLY DEVELOPMENT AND EDUCATION

Author: Editors: Howard H. Spicker, Nicholas J. Anastaslow, Walter L. Hodges

Publisher: Leadership Training Institute/ Special Ed
253 Burton Hall
University of Minnesota
Minneapolis, MN 55455

Topic: Developing training programs for ECE-H teachers

Audience: Teacher trainers

Format: Book

Date: 1976

Cost:

Part 1. Early Childhood Development

Nicholas J. Anastaslow.....Human Development and Process of Education
Frances D. Horowitz.....Current Issues in Early Child Development and Some Implications for Teacher Training
William D. Rohwer, Jr.....Cognitive and Perceptual Development in Children
Frank Smith.....Some Limitations upon Spoken and Written Language Learning and Use.
Christoph M. Heinicke.....Early Childhood Social and Emotional Development: Relationships and Task Orientation.

Part 2. Early Childhood Special Education

Howard H. Spicker.....Prevention and Remediation of Learning Disorders through Early Childhood Compensatory Education
David P. Weikart.....Preschool Intervention for the Disadvantaged Child: A Challenge for Special Education.
Donald F. Moores.....Early Childhood Special Education for Hearing Handicapped Children.
Carson V. Nolan.....Implications from Education of the Visually Handicapped for Early Childhood Education.
Frank Garfunkel.....Early Childhood Special Education for Children with Social and Emotional Disturbances.

Title: TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION 1:4

Author: Various (See below)

Publisher: Aspen Systems Corporation
16792 Oakmont Avaenue
Gaithersburg, Maryland 20877

Topic: Program Evaluation

Audience: Project Directors

Format: Journal

Date: January 1982

Cost: $38.00/yr sub.
Single copies $12.50

This entire journal covers Program Evaluation for early childhood special programs:

1 Early childhood special education programs, evaluation, and social policies - Roby Takanishi and Norma Deitch Feshbach
11 Selecting outcome variables in evaluations of early childhood special education programs - Edward Zigler and David Balla

23 Intervention and evaluation: the inseparable mix - Diane Bricker and David Littman
35 Program validation: the state of the art - Margaret C. Wang and Chad D. Ellett
51 Use of standardized tests to evaluate early childhood special education programs - Craig T. Ramey, Frances A. Campbell, and Barbara H. Wasik
61 (Mis)use of developmental scales in program evaluation - S Gray Garwood
71 Individual differences and goals: an approach to the evaluation of child progress - Rune J. Simeonsson, Gail S. Huntington, and Rick J. Short
81 Design and analysis in the evaluation of early childhood special education programs - Robert Sheehan and Barbara K. Keogh

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Title: A SURVEY FOR CALIFORNIA OF MODEL PROGRAMS SERVING HANDICAPPED INFANTS AND PRESCHOOL CHILDREN (AND) SUMMARY INFORMATION DESCRIBING MODEL CALIFORNIA PROGRAMS SERVING HANDICAPPED INFANTS AND PRESCHOOL CHILDREN

Author: Human Resources Research Organization, Alexandria, Virginia.

Publisher: EDRS
P.O. Box 190
Arlington, Virginia 22210

Topic: Model Programs - Infants and Pre-schoolers

Audience: Infant Educators

Format: Article

Date: 1980

Cost: MF $.91/PC $3.65 Plus postage

Information was received from 142 programs (102 in California) including validated First Chance projects, Outreach projects funded by the Bureau of Education for the Handicapped, Master Plan agencies in California, innovative and preschool incentive grant programs in California, exemplary Head Start programs, and other model programs in the public and private sectors. A compendium of program descriptions was developed to help state and local educators in selecting the most appropriate early intervention model for adoption/adaptation, consistent with federal and state law, specific to local needs and available resources.

Title: EARLY INTERVENTION PROGRAMS WITH HANDICAPPED CHILDREN.

Author: Gerard M. Kysela; And Others

Publisher: EDRS
P.O. Box 190
Arlington, Virginia 22210

Topic: Early Intervention Programs for at Risk Infants

Audience:

Format: Article

Date: 1980

Cost: MF $.91/PC $3.65 Plus postage

The paper reviews the literature on early intervention programs with emphasis on programs for handicapped and at risk infants. The definition and goals of intervention for such infants are examined in relation to early childhood developmental characteristics. Studies demonstrating

the effectiveness of early intervention for disadvantaged, handicapped, and at risk children are reviewed, providing the basis for a discussion of the crucial components of early intervention programs. Current as well as potential models of intervention are examined in relation to the role of generalization. A system approach to intervention with built in generalization training is suggested as an alternative to current generalization training procedures which have limited applicability for several reasons.

Title: TEACHING STRATEGIES FOR EARLY CHILDHOOD ENVIRONMENTS: A SELECTIVE REVIEW

Author: K. Eileen Aller; Trudylee G. Rowbury

Publisher: EDRS
P.O. Box 190
Arlington, Virginia 22210

Topic: ECE-H Teaching Environment

Audience: ECE-H Teachers

Format: Article

Date: 1978

Cost: MF $.19/PC $8.60
Plus postage

The review of teaching strategies examines four areas of potential ecological impact on effective learning in young children--methods for curriculum organization, antecedent instructional events, consequent instructional events, and packages or combinations of instructional events. Four methods of curriculum organization are explained including prescriptive teaching, individualized instruction, task analysis, and large group vs. small group vs. one to one instruction. It is pointed out that results are not yet definitive, but a trend appears to be developing in favor of small group instruction. Consequences that are likely to strengthen desired behaviors are divided into and discussed in four major categories--teacher behaviors, materials, activities, and other consequent events. Several methods for decreasing behavior are also considered such as corrective feedback, overcorrection, and timeout.

Title: RESOURCE MANUAL: HANDICAPPED CHILDREN BIRTH TO FIVE. PART 1 AND 2.

Author: Lin Leslie; And Others

Publisher: EDRS
P.O. Box 190
Arlington, Virginia 22210

Topic: Methods for Teaching 0-5

Audience: Infant Educators

Format: Manual

Date: 1981

Cost: MF $.91/PC $13.55
Plus postage

The resource manual, in two parts, provides a compilation of methods for enhancing the development of handicapped children from birth to 5 years in the areas of motor, communication, cognition, self help, and social skills. The manual is intended to aid in (a) assessing and identifying target behaviors to be achieved, (b) identifying methods for teaching and stimulating behaviors, (c) identifying methods for the refinement of target behaviors, and (d) identifying steps to achieve target behaviors.

Title: SELECTED PROGRAMS SERVING HANDICAPPED INFANTS AND PRESCHOOL CHILDREN: A COMPENDIUM OF PROGRAM DESCRIPTIONS FOR CALIFORNIA EDUCATORS.

Author: Human Resources Research Organization, Alexandria, Virginia

Publisher: EDRS
P.O. Box 190
Arlington, Virginia 22210

Topic: Program Descriptions for Infants and Preschoolers

Audience: Program Directors Educators

Format: Article

Date: 1980

Cost: MF $.91/PC $20.15 Plus postage

Program descriptions are organized into the following categories: public agency programs in California, private agency programs in California, public school district programs, private school programs in California, out of state Outreach programs, and out-of-state Head Start programs. Provided for each program is the name, contact person, address, a general program description, a more detailed explanation of program implementation, evidence for program effectiveness, and availability of dissemination and technical assistance.

Title: TEACHING EARLY CHILDHOOD: EXCEPTIONAL EDUCATIONAL NEEDS. TEN RESOURCE MODULES.

Author: John Melcher; And Others

Publisher: EDRS
P.O. Box 190
Arlington, Virginia 22210

Topic: Professional Growth Teachers

Audience: Teacher Trainers

Format: Modules

Date: 1979

Cost: MF $1.29/PC $42.78 Plus postage

Developed by the Wisconsin State Early Childhood: Exceptional Educational Needs Project, the manual presents 10 modules designed to aid in the professional development of teachers of young handicapped children. Each module describes its purpose, goals, and objectives, and presents activities and a list of resources.

Title: SKILLS INVENTORY FOR TEACHERS (SIFT)

Author: Corinne W. Garland

Publisher: Child Development Resources
P.O. Box 299
Lightfoot, Virginia 23090

Topic: Professional Development

Audience: Teacher Trainers

Format: Guide

Date: 1978

Cost: $3.25

The guide lists behaviors and skills needed by persons who work as teachers with very young handicapped children and their families. It is explained that ratings may be completed by self, peer, or supervisor. Skills are listed in 11 areas: referral, intake, and screening;

determining child placement; interdisciplinary assessment; interdisciplinary setting; planning the individualized developmental plan; developing teaching skills in parents (caretakers); individualizing instruction; managing child progress data; consulting; staff development; and generic skills. Methods for determining training needs based on results of the guide are described.

Title: NONCATEGORICAL EARLY CHILDHOOD PROGRAM FOR HANDICAPPED CHILDREN (NECP): A MODEL AND DEMONSTRATION PROJECT.

Author: Clay Sande; Irene Nassor

Publisher: EDRS
P.O. Box 190
Arlington, Virginia 22210

Topic: Programming for ECE-H Children

Audience: Program Directors, Teachers

Format: Guide

Date: 1980

Cost: MF $.91/PC $8.60 Plus postage

The program development guide describes the Fairfax County (Virginia) Noncategorical Early Childhood Program (NECP) which serves approximately 75 mildly and moderately handicapped children from 2 to 8 years of age with either a preschool home resource program. a class based preschool program, or a class based primary program. The guide is designed to provide information about the NECP model and its use of the noncategorical concept, mainstreaming, educational teaming, and a parent program.

Title: JOURNAL OF THE DIVISION FOR EARLY CHILDHOOD, VOL. 2

Author: Various (See below)

Publisher: The Council for Exceptional Children Divisions' Secretary
1920 Association Drive
Reston, Virginia 22091

Topic: Future Directions in ECE-H

Audience: Anyone interested in ECE-H

Format: Journal

Date: April 1981

Cost: $8.00 (CEC Division Members free with membership)

This particular journal has many relevant aritcles about ECE-H and its future. The contents are listed below:

The Needs of Early Childhood Education for the Handicapped: A Song for the 80's, Nicholas J. Anastasiow
Transition Practices for Handicapped Children: What the Experts Say, Patricia L. Hutinger
Early Education Services for Children with Handicaps - Where Have We Been, Where Are We Now, and Where Are We Going? Jane DeWeerd
A Survey of Federally Funded Model Programs for Handicapped Infants: Implications for Research and Practice, Merle B. Karnes, Susan A. Linnemeyer, and Allan M. Shwedel

Project Kids: Infant Education for the Handicapped in an Urban Public School System, Ruth Turner and Alberta M. Rogers
Early Intervention and Pediatrics: Current Status and Future Directions, Michael J. Guralnick
Why the "H" in ECEH? Considerations in Training Teachers of Young Handicapped Children, Jeanette A. Walker and Margaret G. Hallau
Inservice Training for the 1980's, Joyce Evans
Designing Instructional Activities for Young Handicapped Children, Louise A. Kaczmarek and Amy Glasser Dell
Assessing Young Handicapped Children: Issues and Solutions, Jeanne Brooks-Gunn and Michael Lewis
Step by Step Integration of Handicapped Preschool Children in a Day Care Center for Nonhandicapped Children, Craig Smith and Michael Greenberg
Coping, Stress, and Learning, Shirley Zeitlin
Changing Etiological Perspectives in Down's Syndrome: Implications for Early Intervention Programs, Kippy I. Abroms and Joan W. Bennett
Alternative Administrative Strategies for Young Handicapped Children: A Policy Analysis, Shirley Behr and James J. Gallagher
ERIC Resources for Early Childhood, Jean N. Nazzaro

Title: YEARS TO GROW

Author: Marta H. Yemm

Publisher: T.S. Dennison & Co.
Minneapolis, Minn. 55431

Topic: Curriculum Topics - Pre-Primary

Audience: ECE-H Teachers

Format: Book

Date: 1981

Cost: $24.95

This book is comprised of ten chapters named for school months. Each chapter presents basic abstract units (colors, shapes, numbers, alphabet) and specific social studies units that may be used in daily pre-primary teaching.
It is expected that the teachers will provide additional stimuli to their students, for these study units are only a guide and outline of subjects for daily classroom activities. Various supplies will be needed to implement this course, including: scissors, paste, crayons, waterbase paints, tape, elementary pencils, record player and suitable records, puppets, models, blocks, and craft items listed for individual special projects.
The drawings included in this book have been tested in a day care facility for one year and have proved effective in teaching pre-primary children. They are presented at the end of each chapter and are aimed at specific ages and capabilities. The suggested age group for each picture may be found in the upper right corner of the page. The circled number immediately following is the day number in the monthly series. Many of these drawings are ideal for flannel-board use. All drawings may be reproduced for student use as color, cut, and paste activities.
Appendix I is a booklet to be made by the children about colors. Appendix II is a booklet of alphabet review pages. Because holidays occur throughout the year on different days, a special holiday section is presented in Appendix III, to be referred to when the holiday approaches.

Title: GAMES THAT TEACH FOR CHILDREN THREE THROUGH SIX

Topic: Curriculum Activities

Audience: ECE-H Teachers, Parents

Author: Evelyn Kay

Publisher: T.S. Dennison Co.
Minneapolis, Minn. 55431

Format: Book

Date:1981

Cost:

"Games That Teach" has a three-fold purpose:
(1) It is a collection of appropriate learning games for children between the ages of 3 and 6.
(2) The games help to develop the basic skills and concepts of matching, sorting, language, classifying, patterning and numbers - all pre-reading and pre-mathematical skills children need to function successfully in elementary school.
(3) The book serves as a reference for preschool teachers, teacher aides and parents of very young children. It is also useful to the early elementary school teacher who has students needing remedial work.

The games selected can all be constructed easily and on short notice. They require no artistic talent and most store compactly. The games are inexpensive to make, most utilizing such household discards as milk containers and fabric remnants. This allows a teacher to have a greater number of the games on hand. One idea came from a commercial game that cost $9.95. This particular game was adapted for preschoolers and constructed in the classroom at a cost of only $1.00 for three sets of the same game.

The games have simple directions so that parents or other classroom volunteers can work easily with the children without needing lengthy explanations. The same game can be used differently by various age or ability groups of children. For example, when using the matching "Material Lotto" game, one teacher found the younger preschool children enjoyed touching the different materials and talking about the variety of textures, while the next group enjoyed the matching experience of the various swatches. The older children were interested in the comparisons of the materials.

Title: PROGRAMMED ENVIRONMENTS CURRICULUM HANDBOOK FOR TEACHING BASIC SKILLS TO SEVERELY HANDICAPPED PERSONS

Topic: Curriculum

Audience: ECE-H Teachers

Author: Knapp Tawney, Pratt O'Reilly

Publisher: Charles E. Merrill
Bell & Howell Co.
Columbus, Ohio 43216

Format: Book

Date: 1979

Cost: $24.95

The complete program consists of the curriculum and instructional modules, a video training tape and module posttests, and forms for data collection. It is possible for a school system to use the modules, training tape and posttests for inservice training.

There is an underlying organization in this curriculum and its components: The profile, class observation forms, instructional programs, supplementary charts, and data sheets. One one level, these materials provide a structure for the assessment, instruction, documentation, and instructional modification process. On a second level, the curriculum consists of a set of completed instructional programs, which specify everything needed to carry out instruction; a defined set of instructional procedures, including a decision-making system or parameters for program revision; and a set of task-analyzed programs, less precisely specified.

These programs (or system structures) were devised to help classroom teachers generate new curriculum sequences, or modify ours, as needed. A model is provided for curriculum development, parameters for program revision, and task analyses that may be transformed into complete programs. Thus, teachers can use the model to develop new curricula where ours does not meet a child's need.

Title: A PLANNING GUIDE TO THE PRESCHOOL CURRICULUM: THE CHILD, THE PROCESS, THE DAY

Topic: Classroom Planning

Audience: ECE-H Teachers

Author: J. Findlay, P. Miller, A.Pegram L. Richey, A. Sanford, B.Semran

Format: Book

Date: 1976

Publisher: Kaplan Press
Winston-Salem, N.C. 27103

Cost: $14.95

This book would be extremely helpful for those who are in the classroom with preschool children. Contents include: Curriculum, methods and principals, Forty-four curriculum units, sample activites.

REFERENCES

Following is a list of additional information regarding materials that may be appropriate for those who are working with young handicapped children from birth through age five years. The list is focused primarily upon items published since the mid 1970's. There may be other very relevant materials available that are not included in the Bibliography or Reference List. You will want to update your library regularly through reading the latest journals and catalogs listed and described in the module on Materials and Equipment.

Title: FINAL REPORT FOR 1974=1975 PRESCHOOL HEARING IMPAIRED PROJECT: A WORKING MANUAL OF DETAILED CURRICULAR ACTIVITIES AND DIAGNOSTIC EVALUATION TECHNIQUES IN A HOMEBOUND INSTRUCTIONAL SETTING. NARRATIVE EVALUATION REPORT.

Author: Robert H. Leiss

Date: Sept. 1975 Format: Final Report Cost: EDRS Price MF $.76 H.C. $5.70 plus postage

Order: Montgomery County, Intermediate Unit 23 Blue Bell, Pa.

Title: PIAGET AND EDUCATIONAL POLICY

Author: Millie Almy

Date: July 1979 Format: Article Cost: Available through Dimensions

Order: Dimensions, Volume 7, No. 4, SACUS Box 5403 Brady Station Little Rock, Arkansas 72215

Title: HOW TO SUCCEED THROUGH LEARNING CENTERS BY REALLY TRYING

Author: Marjorie Hipple, Ed.

Date: March 1978 Format: Article Cost: Available through Dimensions

Order: Dimensions, Vol. 6, No. 3, SACUS Box 5403 Brady Station Little Rock, Arkansas 72215

Title: THE LANGUAGE IMPAIRED CHILD IN THE PRE-SCHOOL: THE ROLE OF THE TEACHER

Author: K.Eileen Allen

Date: Winter 1980 Format: Article Cost: Available through Directive Teacher

Order: Directive Teacher 356 Arps Hall Ohio State University Columbus, Ohio 43210

Title: IMPARTING INFORMATION ON BREASTFEEDING TO MEDICAL STUDENTS

Author: Christine M. Olson
Donna L. Psiaki

Date: Oct. 1978

Format: Videotape and Monograph

Cost: Available through Journal of Medical Education (ED 188 990)

Order: Journal of Medical Education

Title: CONTEXTUAL EFFECTS IN INFANT SPEECH PERCEPTION

Author: Peter D. Eimas
Joanne L. Miller

Date: Sep. 1980

Format: Article

Cost: Available through Science (ED 230 855)

Order: Science

Title: CROSS REFERENCING: ALPERN-BOLL, REEL, AND UZGIRIS-HUNT WITH CORE CURRICULUM ITEMS. BABY BUGGY PAPER NO. 162

Author: Diane Bartnick

Date: May 1978

Format: Paper

Cost: MF $.91, PC $2.00 plus postage (ED 180169)

Order: Western Illinois University
Macomb, Illinois

Title: INTERDISCIPLINARY PROGRAMMING FOR INFANTS WITH KNOWN OR SUSPECTED CEREBRAL DYSFUNCTION. REPORT OF AN INTERDISCIPLINARY CONFERENCE

Author: Gene Hensley, Ed.
Virginia W. Patterson,Ed.

Date: 1970

Format: Papers

Cost: EDRS MF-.50 HC $5.45 (ED 943979)

Order: Western Interstate,
Commission for Higher Education
Boulder, Colo.

Title: AN EDUCATION SYSTEM FOR HIGH-RISK INFANTS: A PREVENTIVE APPROACH TO DEVELOPMENTAL AND LEARNING DISABILITIES

Author: John H. Meier

Date: March 1970

Format: Paper

Cost: $12.50

Order: "Disadvantaged Child, Volume III,"
J. Hellmuth (ed.) Nov. 1970
Brunner-Mazel Publishers
80 East 11th St.
New York, N.Y. 10003

Title: PRE-SCHOOL MAINSTREAMING - DEFINITIONS, RATIONALE, IMPLEMENTATION

Author: Jan Blacker-Dixon, Ann P. Turnbull

Date: April 1979 Format: Article

Cost: $3.50 one year

Order: Education Unlimited
Educational Resources Center
1834 Meetinghouse Rd.,
Boothwyn, PA 19061

Title: GROUP COMPOSITION AND USE OF SPACE IN A PRESCHOOL SETTING

Author: Jody Berkowitz
Margaret Sheridan

Date: Summer 1979 Format: Article

Cost: Subscription $12.50 yr.
Single copy - $3.50

Order: Teaching Exceptional Children
Vol. 11 No. 4
Council For Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Title: DEVELOPMENTAL SCALES AND DEVELOPMENTAL CURRICULA: FORGING A LINKAGE FOR EARLY INTERVENTION

Author: Stephen J. Bagnato, Jr.

Date : July 1981 Format: Article

Cost: Subscription $38.00/yr.
Single copy $12.50

Order: Topics in Early Childhood Special Education 1:2
Assessing the Handicapped PreSchooler
Aspen Systems Corporation
1600 Research Blvd.
Rockville, Md. 20850

Title: MEDICATION EFFECTS IN HANDICAPPED PRESCHOOL CHILDREN

Author: Rune J. Simeonsson, Ph.D
Nancy E. Simeonsson, R.N., B.S.N.

Date: July 1981 Format: Article

Cost: $38.00 per yr., Single copy $12.50

Order: Topics in Early Childhood
Special Education 1:2
Assessing the Handicapped Preschooler
Aspen Systems Corp.
1600 Research Blvd.
Rockville, Md. 20850

Title: ORCHESTRATING THE PRESCHOOL CLASSROOM: THE DAILY SCHEDULE

Author: Kathryn A. Lund
Candace S. Bos

Date December 1981 Format: Article

Cost: $12.50 per year
Single copy - $3.50

Order: Teaching Exceptional Children Vol. 14, No. 3
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Title: A NON-CATEGORICAL PROGRAM FOR PRESCHOOL LANGUAGE DEVELOPMENT

Author: Clareice Chaney
Donna Frodyma

Date: February 1982 Format: Article

Cost: $12.50 per year
Single copy - $3.50

Order: Teaching Exceptional Children Vol. 14, No. 4
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Title: DEVELOPMENT OF LANGUAGE BEHAVIOR IN AN AUTISTIC CHILD USING TOTAL COMMUNICATION

Author: Morris Cohen

Date:February 1981 Format: Article

Cost: Subscription $25.00 yr.
Single Copy - $3.75

Order: Exceptional Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Title: SEX EDUCATION WITH YOUNG CHILDREN

Author: Sally Koblinsky
Jean Atkinson
Shari Davis

Date: Nov. 1980 Format: Article

Cost: Subscription -$12.00 yr.
Single Copy - $2.00

Order:Young Children
N.A.E.Y.C.
1834 Connecticut Ave., N.W.
Washington, D. C. 20009

Title: LARGE HOLLOW BLOCKS: RELATIONSHIP OF QUANTITY TO BLOCK BUILDING BEHAVIORS

Author: Judith Bender

Cost: Subscription $12.00 yr.
Single copy - $2.00

Date: September 1978 Format: Article

Order: Young Children
N.A.E.Y.C.
1834 Connecticut Ave., N.W.
Washington, D. C. 20009

Title: PHYSICS IN PRESCHOOL EDUCATION, A PIAGETIAN APPROACH

Author: Constance Kam; Lucinda Le-Katz

Date: May 1979

Format: Article

Cost: Subscription: $12.00 yr.
Single copy - $2.00

Order: Young Children
N.A.E.Y.C.
1834 Connecticut Ave., N.W.
Washington D.C. 20009

Title: MAINSTREAMING IN EARLY CHILDHOOD STRATEGIES AND RESOURCES

Author: James A. McLoughlin
Susan M. Kershman

Date: May 1979

Format: Article

Cost: Subscription: $12.00 yr.
Single copy - $2.00

Order: Young Children
N.A.E.Y.C.
1834 Connecticut Ave. N.W.
Washington, D. C. 20009

Title: CURRICULUM FOR PRESCHOOLS

Author: Edited by Carol Seefeldt

Date: 1980

Format: Book

Cost: Text $14.95
Paper back $3.95

Order: Charles E. Merrill Publ. Co.
A. Bell and Howell Co.
Columbus, Ohio 43216

Title: DESIGNING CURRICULUM FOR EARLY CHILDHOOD

Author: Sydney Schwartz
Helen Robison

Date: 1982

Format: Book

Cost $15.95

Order: Allyn and Bacon
470 Atlantic Ave.
Boston, Mass. 02210

Title: THE INFANT CENTER

Author: Herbert Jackson
Marion O'Brien
Jan Porterfield
Todd Risley

Date: 1977

Format: Book

Cost: $15.75

Order: University Park Press
233 East Redwood St.
Baltimore, Md. 21202

Title: GROWING WISDOM-GROWING WONDER-HELPING YOUR CHILD LEARN FROM BIRTH THROUGH FIVE YEARS WITH MANY INEXPENSIVE LEARNING ACTIVITIES AND GAMES

Author: Elizabeth Gregg
Judith Knotts

Date: 1980 Format: Book Cost: $13.95

Order: Macmillan Publishing Co.
866 Third Ave.
New York, N.Y. 10022

Title: SUPERTOT-CREATIVE LEARNING ACTIVITIES FOR CHILDREN ONE TO THREE AND SYMPATHETIC ADVICE FOR THEIR PARENTS

Author: Jean Marzollo

Date: 1977 Format: Book Cost: $11.95

Order: Harper and Row
10 E. 53rd St.
New York, N.Y. 10022

Title: TODAY HE CAN'T. TOMORROW HE CAN YOUR CHILD FROM BIRTH TO TWO YEARS. A COMPREHENSIVE GUIDE TO EDUCATIONAL MATERIALS, VOL. 1

Author: Sandra Streepey

Date: 1977 Format: Book Cost: $3.95

Order: Fountain Publishing Co.
666 5th Ave.
New York, N.Y. 10019

Title: TEACH YOUR BABY - A COMPLETE TESTED PROGRAM OF SIMPLE DAILY ACTIVITIES FOR INFANTS AND SMALL CHILDREN, DESIGNED TO DEVELOP LEARNING ABILITIES TO THE FULLEST POTENTIAL

Author: Dr. Genevieve Painter

Date: 1971 Format: Book Cost: $8.95

Order: Simon and Schuster
Rockefeller Center
1230 Avenue of the Americas
New York, New York 10020

Title: LEARNING GAMES FOR THE FIRST THREE YEARS

Author: Joseph Sparling
Isabelle Lewis

Date: 1981 Format: Book Cost: $2.95

Order: Berkley Publishing Corp.
200 Madison Ave.
New York, N.Y. 10016

Title: HELPING YOUR EXCEPTIONAL BABY

Author: Cliff Cunningham
Patricia Sloper

Date: 1978 Format: Book Cost: $6.95

Order: Pantheon Books
A Division of Random House Inc.
New York

Title: HANDLING THE YOUNG CEREBRAL PALSIED CHILD AT HOME

Author: Nancie R. Finnie

Date: 1974 Format: Book Cost: $4.95

Order: E. P. Dutton
New York

Title: FINDING AND EDUCATING HIGH RISK AND HANDICAPPED INFANTS

Authors: Edited by Craig T. Ramey & Pascal L. Trohanis

Date: 1982 Format: Book Cost: $24.95

Order: University Park Press
300 N. Charles St.
Baltimore, Md. 21201

Title: TALK TO ME - HOW TO HELP YOUR BABY A HOME STUDY PROGRAM OF LANGUAGE DEVELOPMENT FOR HEARING IMPAIRED CHILDREN INFANCY TO PRESCHOOL

Author: Jerome Alpiner
Carol F. Amon
Joy C. Gibson
Patti Sheehy

Date: 1977 Format: Book Cost:

Order: Waverly Press
Mt. Royal and Guilford Ave.
Baltimore, Md. 21202

Title: TOILET TRAINING THE RETARDED

Author: Richard M. Foxx
Nathan H. Azrin

Date: Format: Book Cost: $7.95

Order: Research Press
2612 North Mathis Ave.
Champaign, Ill. 61820

Title: TOILET TRAINING: HELP FOR THE DELAYED LEARNER

Author: Ohio State Research Foundation

Date: 1978 Format: Book Cost: $6.00

Order: McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, New York 10020

Title: YOUR BABY AND CHILD FROM BIRTH TO AGE FIVE

Author: Penelope Leach

Date: 1981 Format: Book Cost: $9.95

Order: Alfred A. Knopf
New York

Title: TEACHING LANGUAGE ARTS IN EARLY CHILDHOOD

Author: John Warren Stewig

Date: 1982 Format: Book Cost: $16.95

Order: Holt Rinehart, Winston
383 Madison Ave.
New York, N.Y. 10017

Title: STRATEGIES FOR TEACHING SEVERLY-PROFOUNDLY HANDICAPPED INFANTS AND YOUNG CHILDREN

Author: Doris Rosen-Morris
E. George Sitkel

Date: December 1981 Format: Journal - Vol. 4 Cost: $8.00 Single Copy
Division Members - Free with membership.

Order: Journal of the Division for Early Childhood
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Title: THE LONG RANGE EFFECTS OF EARLY CHILDHOOD EDUCATION ON A TRAINABLE MENTALLY RETARDED POPULATION

Author: Melvin G. Moore
H.P. Bud Fredericks
Victor C. Baldwin

Date: Dec. 1981 Format: Journal Vol. 4, Dec. 1981 Cost: $8.00 Single Copy
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Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

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Author: Mary Hohmann, Bernard Banet, David Weikart

Date: 1979 Format: Book Cost: $24.95

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Ypsilanti, Michigan 48197

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Author: Tina E. Bangs

Date: 1968 Format: Book Cost: $18.95

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440 Park Avenue South
New York, N.Y. 10016

Title: YOUNG CHILDREN WITH SPECIAL NEEDS

Author: Nancy H. Fallen, Jill E. McGovern

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Order: Charles E. Merrill
Columbus, Ohio 43216

Title: KINDERGARTEN MINUTE BY MINUTE

Author: Timy Baraniff

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